

**XITSONGA AND SCHOOL LANGUAGE POLICY FORMULATION
AND IMPLEMENTATION: THE CASE OF SENIOR SECONDARY
SCHOOLS IN IVORY PARK INFORMAL SETTLEMENT**

by

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ABSTRACT

South Africa has a long history of linguistic imbalances in senior secondary schools. In the past, learners in township schools were made to use English for teaching and learning, instead of their indigenous home languages. There are 11 official home languages in South Africa.

In order to redress these past injustices in educational provision, the government developed the Language In Education Policy to work as a guideline for the formulation and implementation of school language policy in accordance with the Constitution of the Republic of South Africa. The government indicated that school governing bodies (SGBs) should establish language committees in an attempt to solve the language policy issues in schools and redress past inequities. However, to date there has been no common practice by school language policy developers and implementers that indicates a common understanding of this activity and recognition of the national School Language Policy documents.

Key terms: Informal settlement, Ivory Park, language; language policy, policy; policy formulation; policy implementation; Xitsonga; school

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DECLARATION

I declare that **XITSONGA AND SCHOOL LANGUAGE POLICY FORMULATION AND IMPLEMENTATION: THE CASE OF SENIOR SECONDARY SCHOOLS IN IVORY PARK INFORMAL SETTLEMENT** is my own work and that all the sources that I have used or quoted from have been indicated and acknowledged by means of complete references.



SIGNATURE

(KHENSANI GETRUDE BILANKULU)

22 August 2018

.....

DATE

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CHAPTER 1

GENERAL INTRODUCTION

1.1 Introduction

This study focuses on Xitsonga and school language policy formulation and implementation in seven senior secondary schools in Ivory Park: Eqinisweni Senior Secondary School, Ivory Park Senior Secondary School, Maphutha Senior Secondary School, Kaalfontein Senior Secondary School, Tsosoloso ya Afrika Senior Secondary School, Poneelopele Senior Secondary School, Umqhele Senior Secondary School and Tswelopele Senior Secondary School. These Ivory Park schools offer three to four indigenous languages including Xitsonga, isiZulu, Sepedi, Tshivenda, isiXhosa as home languages, and English First Additional Language. All these schools are expected to have School Language Policy committees appointed by parents to take responsibility for formulating and implementing school language policies. Each committee is responsible for formulating and implementing its school's language policy and making sure that its implementation takes place. The emphasis in this study is on the successes and pitfalls in using Xitsonga as a language of teaching and learning.

This chapter is divided into nine sections. Section 1.1 is the introduction of the chapter. Section 1.2 focuses on the background to the study. It is followed by section 1.3 in which all the concepts are defined. Section 1.4 presents the research problem and explains the problem statement and the research question. Section 1.5 presents the aims and objectives of the study. Section 1.6 outlines the study rationale. This is followed by a discussion of the scope of the study in section 1.7. Section 1.8 provides the research plan and lastly, section 1.9 summarises the chapter.

1.2 Background to the study

This section describes the manner in which each of the seven senior secondary schools in Ivory Park, east of Johannesburg, has formulated and implemented their school language policies. Section 29(2) of the Constitution of the Republic of South Africa (Act 108, 1996:11) stipulates that "everyone has the right to receive education in the official language or languages of their

choice in public educational institutions where that education is reasonably practicable”. In this case, by official languages, the Constitution refers to the 11 official languages of South Africa, that is, Afrikaans, English, isiZulu, isiXhosa, Sepedi, Sesotho, siSwati, isiNdebele, Tshivenda, Setswana, and Xitsonga. This means that the language policy committees in these seven schools are expected to formulate and implement their school’s language policies in recognition of learners’ language rights. This is the government’s way of redressing the past language imbalance and ensuring that languages such as Xitsonga are made official. Most indigenous African languages were not used effectively in the past, leading to a violation of children’s linguistic rights at school.

Patten and Kymlicka (2003:5) argue that “the global shift towards official recognition of language rights has led to increased acceptance of the legitimacy of minority nationalism”. They confirm that such recognition has changed from being non-official to official. Xitsonga is one of the nine indigenous languages which were undermined in the past, until language status transformation took place after the 1994 elections in South Africa.

1.3 Definition of terms

This section aims to describe and analyse definitions by various scholars of the major concepts underlying the research topic.

1.3.1 Xitsonga

Guthrie (1967:15) as cited in Mathumba (1993:43) defines Xitsonga as "an independent language group within the Bantu languages”. He regards Xitsonga as one of those indigenous languages which were known as Bantu languages in South Africa prior to the inception of the democratic dispensation in 1994. These languages are Xitsonga, isiZulu, isiXhosa, Sepedi, Sesotho, siSwati, isiNdebele, Tshivenda and Setswana. They were called Bantu languages because they were only used in some public domains, mainly as part of administration of the bantu states. “Bantu” is a term meaning people and it is used to identify speakers of closely related languages that linguists divide into four categories: Nguni, Sotho-Tswana, Venda and Tsonga. As Rhode (2001:8) argues, “they were strategically used in order to separate South Africans according to racial lines. The African languages were not used in the domain of economy, and therefore, this resulted in language inequality.” The situation of these languages,

including Xitsonga, is supported by Baumbach (2007:15) who attests that "various scholars classified Xitsonga as a member of the Bantu languages without a prefix Xi- because during the Apartheid period, black people were grouped together in different regions according to their language. Baumbach observes that Xitsonga is one of the indigenous languages that are classified according to their prefixes, for example, **Xitsonga**, **Sepedi**, **isiZulu** etc.

These languages were recognised as called official and allowed to be used in government departments, including the Department of Education, after the 1994 elections. The origin of Xitsonga as a language is supported by Rhode (2001:8) who says that "Xitsonga is a language which is spoken by Vatsonga people that inhabit the eastern littoral belt of South Africa from Kosi Bay northwards to Sofala (up to the Sabie River) in Mozambique". Based on the comments by Rhode (2001), Nkuna (2010) and Mathumba (1993) above, it is clear that the three authors differ in their definitions. Mathumba and Rhode focus on the history of the language whereas Nkuna focuses on both its origin and its status. The new status of this language is confirmed by Nkuna (2010:235): "Xitsonga is one of the official languages of South Africa". Nkuna refers to the changes which took place after the 1994 elections, when Xitsonga, together with the other eight indigenous languages that had not been recognised in the past in South Africa gained official status. Nkuna(2010;236) says "It is the home language of about 4.4% of the South African population. It is also spoken in other countries such as Mozambique, Swaziland and Zimbabwe. It is also called Shangaan". Nkuna does not classify all these languages; however, he does indicate places where Xitsonga is used. He mentions the word Shangaan to emphasise that it is called another name in countries other than South Africa. Xitsonga is the name used in South Africa.

Based on the information above, the researcher realised the inappropriate status of the nine indigenous languages in South Africa, which is isiZulu, isiXhosa, Sepedi, Sesotho, siSwati, isiNdebele, Tshivenda, Setswana and Xitsonga. This status affected not only the Department of Basic Education, but also the Department of Correctional Services. The situation of these languages is attested to by Mabule (2011:93) who argues that "the discrepancies that existed during the apartheid era affected and disadvantaged all government departments and most South Africans in many ways". Scholars such as Paola contend that "these languages should be used in all sectors of education as well as other sectors of the government including the Department of Correctional Services" (Paola, 2001:21). The researcher realises the value of all these languages in South Africa especially in schools, including Xitsonga. Xitsonga is offered in all seven senior

secondary schools in Ivory Park which were selected for this research study. These schools comprise Xitsonga learners from Limpopo, Mpumalanga, Gauteng and many from Mozambique, whose parents are presently residents of Ivory Park. This fact is relevant to the study as it involves the recognition of this language by school language policy formulators and implementers in all seven senior secondary schools in Ivory Park.

1.3.2 School

Schumacher (2006:320) observes that “a school is an institution designed to provide learning spaces and learning environments for the teaching of students or pupils under the direction of teachers”. Schumacher indicate that a school is a place where teachers teach learners and learners receive an education from educators, compulsory or not compulsory. This is supported by Sookra (1999:67) who says, “A school is an organised space purposed for teaching and learning”. Sookrah refers to formal place where learning takes place without considering whether it is inside a classroom or outside, as long there is teaching and learning. Sookra’s (1999) and Schumacher’s (2006) definitions are similar but differ from those of Smith and Oosthuizen (2006) as the latter see a school as a class or a room in which a system of compulsory education designed by governmental or non-government bodies takes place. Smith and Oosthuizen (2006:90) say “a school is an institution or building at which children and young people usually less than 19 years of age receive education”.

In South Africa, s learners attend formal classes as a group, starting from Grade R and progressing to the next level of education until they pass Grade 12. At school they are taught knowledge, values and skills through reading and writing.

In South Africa, the government tries its best to ensure that education takes place in a formal place even if there is no building. This situation is supported by Baumbach (2007:15) who says “schooling might take place inside a building or outside depending on the infrastructure provided by the government”. Furthermore, Smith (1982:10) concludes that “schooling also takes place in many unusual settings such as tents where learners sit on the ground or on a carpet rather than on chairs while they listen to the teacher”. The researcher understands the concept of school as a place where teaching and learning might take place either inside or outside a building provided by the government or belonging to an individual. This concept is relevant to the study as it involves senior secondary schools attended by learners in order to be taught by teachers.

1.3.3 Language

Charles (1999:23) defines language as “a system of communication consisting of sounds, words and grammar”. He sees it as an arrangement of vowels and consonants that are joined together to form words. These words are joined together to form sentences for communication. What Charles says is supported by Cornbleth (2009:70), who confirms that language means “the communication of thought and feelings through a system of arbitrary signals such as voice sounds and gestures”. Although Cornbleth’s definition is similar to Charles’ it also includes voiceless language. He understands that language is used for communication. Xitsonga is a language with a formal structure and vocabulary and it is used as a tool for communication. It is learned from home together with the culture of the speaker. At school, this home language is learned in its written form. The definitions provided above are similar in their conceptualisation of language, though some include the issue of culture and political influence while others focus on communication only. The relevance of this concept to the study is that it focuses on Xitsonga as one of the indigenous languages offered in senior secondary schools in Ivory Park. Secondly, this language is one of the languages that should be considered by school language policy formulators when drawing up their school language policies.

The researcher sees language, either written or spoken, as a human communication tool and a carrier of culture, which is created by speakers of the same language for conversation between them. It is also used for teaching and learning in schools.

1.3.4 Policy

Tronc (1997:81) defines policy as “a translation of the objectives of an organisation in behavioural terms”. In addition, Tronc (1997) sees policy as a document which is used in an organisation, working as a guideline for employees on how things should be done to ensure its functionality. Charles (1999:34) concurs with Tronc (1997), observing that “policy is a set of plans or actions agreed on by a government, political party, business, or other group”. Policy is an agreed process of doing something or it is designed to influence and determine all major decisions and actions, and all activities that take place within the boundaries set by policy formulators in different formal institutions, either a business or government department (Charles, 1999). This is what Craythorne (2003) calls “norms and standards”. As Craythorne (2003:65) concedes: “these standards may differ from one institution to the next, and there is no

uniformity in the workplace”. What Charles (1999) argues is attested by Kennedy (1994:12) who observes, “a policy is a principle or set of ideas used by a government, business or political party in order to influence or help determine the course of action that an organization takes in certain situations”.

If institutions like schools do not have policies, employees are free to create their own personal standards. These standards may differ from one employee to the next, and there will be no uniformity in the workplace. If there are policies, however, there will be direction as to what should be done in a particular school situation. Failure to create a policy in a particular school might result in conflict between the employers and employees. There should be formal guidelines when dealing with work related issues on a daily basis to avoid wrongdoings. If there is a policy to protect work issues, everybody will work within the parameters of the organisation. All seven senior secondary schools in this study are government institutions that require responsible person who will formulate multiple school policies such as a learner code of conduct or an admission policy. A language policy is one of these. All policies are used as guidelines to be followed when working towards the goals and objectives of the organization. This is supported by Tronc (1997:12) who elaborates “policy is a guideline in order to work towards the goals and purpose of the organisation and towards the purpose of the policy formulated or adopted by an organization to reach its long-term goals and typically published in a booklet or other form that is widely accessible”.

Based on the definitions provided above, the researcher understands the concept of policy as an institutional manual with formal systematically detailed descriptions of the tasks to be followed by a group of people in different positions in the same organization or institution. A policy is meant to create some level of uniformity of employees’ rights and responsibilities. It includes the intentions of an organisation to its people, what they are expected to do and the manner in which they are expected to act in order to instill the norms and standards of an institution. These include categories of expected behaviour to prevent internal conflict in situations where employee indiscretion leads to different interpretations of proper conduct.

This suggests that school language policy formulators and implementing committees from the seven senior secondary schools are expected to translate the objectives of their policies and provide clarity on how they will be implemented to fulfil their purposes. The relevance of this concept to this study is that it sought to investigate the manner in which school language policies in the seven senior secondary schools were implemented.

1.3.5 Language Policy

Scholars define this concept either from a theoretical or from a practical perspective. This is because sometimes there is no clear difference between language policy and language planning. As Cooper (1989:29) postulates, “language policy issues fall within the domain of language planning as the term sometimes appears as a synonym for language planning but more often it refers to the goals of language planning as it ranges from one specifying an activity that includes the broadest kind of human problems and supported by some formal body”. Duden (1981:45) adds that “language policy and language planning mean ’governmental regulations’ and therefore national and not international or non-governmental language regulations”. To Duden (1981) both concepts mean general national states’ laws to govern language issues in the country as language planning. This does not include the implementation of these laws. More importantly, Duden (1981) focuses only on language policy planning rather than on the practical implementation that involves the resources allocated to make sure that the policy is implemented effectively in different government organisations. In his definition of the concept, Orman (2008:39) argues that language policy is “an official or governmental position on language”. However, he says nothing about its implementation in government institutions. Duden’s and Orman’s definitions are supported by Cooper (1989:29) who claims that “language policy is what government does either officially through legislation, court decisions or policy to determine how languages are used; cultivated language skills are needed to meet national priorities or to establish the rights of individuals or groups to use and maintain languages”. Equally, all these scholars say nothing about the practical part of language or about allocation of linguistic resources and policy implementation in different departments. The researcher believes that a lack of implementation strategies on the part of the government may be the reason for school language policy committees developing and implementing their language policies differently without giving a clear indication of implementation strategies. It would be helpful if the state would do its language planning, allocate resources and provide implementation guidelines so that implementers from different institutions were able to use the resources in preparation for their implementation. Allocation of resources for proper implementation of a policy is supported as follows:

Any organisation, be it a school or a business undertaking, is established and operated with a specific objective in mind. In the case of the school, the overall objective of the school is not enough. Definite steps must be taken to ensure

that this objective is realised. The usual starting point is policymaking (Reynders, 1966 as cited in Birkland, 2001:170).

Reynders (1966) insists that language processes should be systematic from formulation to implementation and follow proper guidelines. He adds that this needs to be in order to communicating the objectives of a policy in an organisation; at school level he believes that a proposed policy should be put into action effectively by outlining how each action ought to be performed by school language policy committees. This argument is relevant to this study in that the same process needs to be conducted systematically in the seven senior secondary schools in Ivory Park.

Based on the definitions provided by various authors, the researcher understands that it is difficult to formulate a static definition of language policy focusing on only one perspective. Nevertheless, the best way to address this problem is for government to develop guidelines for both the formulation and the implementation of school language policies.

1.3.6 Policy Formulation

Swanepoel et al. (1996:65) define policy formulation as “the process of putting or starting in precise and systematic form”. This definition refers to the process of developing or making a policy in an orderly manner that is formal or informal. Likewise, Kennedy (1994:55) remarks that “policy formulation means developing a plan carefully while thinking about all of its details”. Kennedy focuses on a detailed, well-planned policy programme for the process ready to be implemented rather than a draft that needs to be edited before reaching the last stage before implementation. This stage is confirmed by Lawal (2001:34) who says “policy formulation is the way an idea or opinion is expressed in words”. Lawal’s definition alludes to the formalising of ideas or strategies and putting them in writing. This is also supported by Garratt (2003:59) who argues that “policy formulation is the least understood, and so least visited, aspect of directing”. Garratt’s definition is similar to that of Charles (1999:43), who adds that “policy formulation is the actual process of affecting language planning aims by ensuring that the plans materialise”. Lawal, Garratt and Charles’s definitions refer to the process of developing language aims. Swanepoel, Kilfoil, Swanepoel and Moeketsi (1996:65) also argue that “it is a process of putting or starting in precise and systematic form”.

The researcher therefore understands the concept as a way of joining all relevant ideas together and arranging them to create a policy for an institution. It is relevant to the study because the researcher investigated how school language policy committees from the seven senior secondary schools in Ivory Park fulfilled their responsibilities on school language issues. This means that their planning, their actual formulation of school language policies, needed to be systematic so that the implementers would implement these policies effectively and make sure that the aims of their policies were met.

The researcher understands that school language policy formulation involves structural and procedural arrangements in the formulation and development of criteria underpinning policy choices. The circle starts with the formulation of the aims and objectives of a policy, policy adoption and policy evaluation, and eventually leads to the drawing up of an agenda. The relevance of this concept to the study is that it relates to the investigation of the researcher into the manner in which school language committees in the seven senior secondary schools in Ivory Park formulate their school language policies.

1.3.7 Policy Implementation

Verspoort (1989:45) defines policy implementation as "the process of putting a programme into practice". This definition highlights doing what the policy meant for, that is to put down in detail what the policy is going to be used for. This includes steps to be followed according to the programme. This idea is supported by Morris and Knoepfel (2001:14), who attest that, "policy implementation is a way of translating plans into practice". These two definitions regard policy implementation as a way of complying with the desired and stated programme of action. The idea of compliance is confirmed by Heath (1996:280), who maintains that "policy implementation is devising ways to carry out a proposal". Heath calls the desired action a "proposal" as it adds to the idea of following the way in which a plan is programmed. The researcher understands policy implementation as doing what is written in the policy manual by following the aims and objectives set out by the policy formulators.

In this study, this concept was relevant because the researcher investigated school language policy implementation in schools where in school language policy committees were expected to formulate their school language policies and make sure that they were implemented effectively.

1.3.8 Senior Secondary School

It is not easy to provide a definition of a senior secondary school that differs from a definition of a word, 'high school' as both mean the same. Both refer to education at an elementary level that prepares a learner for tertiary level of education rather than primary level of education. Jones (1991:8) explains that "senior secondary school represents the final stage of compulsory schooling which offers a range of general academic subjects". The final stage to which Jones refers comprises grades 10, 11 and 12 in preparation of college or university education. Zwane (2010:80) points out that "high or senior secondary school provides a general education and prepares students for college or for a vocation". Both Zwane and Jones reflect an understanding of the two concepts as similar. They see these schools as attended by learners before tertiary education. The researcher follows this definition as she selected senior secondary schools that cater for learners from grade 10 to grade 12.

Levels of education in South African school are called grades, starting from grade R and culminating in grade 12. A senior secondary school comprises grade 10 to grade 12. Ding (2004:56) confirms this: "a Senior Secondary School is a school that includes the 10th, 11th, and 12th grades and often also the 9th grade". Ding focuses on schooling after primary grades but excluding Grade 8. Ash (2008:90) also claims that "a secondary school is a school that includes Grade 9 through 12". Both Ash (2008) and Ding (2004) include the junior grade 9 in the senior phase. Heidi (1993:45) defines a senior secondary school "as a high school or as an academy that provides educational instruction for students during the period from ages 11 to 18". Heidi uses an age cohort to define school levels of education, where learners are allowed into a certain grade based on their age. The common pattern of ages between five to 11 years making up primary education and from 11 to between 16 and 18 making up senior secondary school is also applied in South Africa.

Presently in South Africa, learners are no longer allowed to repeat a grade more than twice. They are condoned to the next level in order to move from primary school to secondary school before reaching 16 years, which is the last stage of basic education. This is supported by Morris (1988: 109) who observes that senior secondary school relates to education for children from the age of 11 to between 16 and 18. In South Africa, senior secondary school starts from Grade 10, and ends with grade 12. Learners receive both theory and practical education after passing Grade 9, whereas grade 8 and 9 fall under the senior phase level of primary education rather than the senior secondary phase, which is also called the FET phase. In South Africa, vocational schools

are traditionally distinguished from four-year colleges by their focus on job-specific training for students who are typically bound for one of the skilled trades, rather than providing academic training for students pursuing careers in a professional discipline.

Most senior secondary schools in South Africa offer a curriculum with a range of general academic subjects, business, science, accounting and both English First Additional Language and Indigenous Official Languages. English is the language of teaching and learning for content subjects whereas indigenous languages are allocated time to be taught at the same time. This is the case after learners have finished six years of primary education and continue with five more years of high study in secondary schools as regulated by the compulsory education law. This is relevant to the study because the researcher investigates the formulation and implementation of school language policies in seven senior secondary schools in Ivory Park rather than primary schools.

1.3.9 Ivory Park

Ivory Park is one of Gauteng Province's informal settlements and is situated in region two of ward 77 to the East of Johannesburg. It is to the west of Tembisa Township which lies between Hospital View and Midrand. It has become the main destination for incomers from all South Africa's nine provinces and for immigrants from outside the country. Frith (2001) citing General Report on the census (2011:180) notes that "Ivory Park is occupied by more than 182 000 black people using different languages and it is close to Tembisa Township". This means that Ivory Park is a densely populated residential area with people of different languages. The predominant languages in Ivory Park are Xitsonga, Sepedi, isiZulu, Sesotho, isiXhosa, and Tshivenda while there are also a few siSwati and isiNdebele speakers. Zitha (2010:34) observes that "the average number of residents for each household in Ivory Park is between one and four".

Most of the residents of Ivory Park are from Limpopo, Mozambique, Mpumalanga, Lesotho, Botswana and Zimbabwe. Magasela (2011:60) observes that "a diverse group of people, comprising locals of assorted descent and foreign nationals who are endeared to the community, call this place home". Although Ivory Park has a few industrial sites, including wholesale and retail, manufacturing, financial, insurance, property, business and social services, construction, transportation, storage, and telecommunications, most residents are unemployed. Hall and Midgley (2004:4) add that "there are no recreational facilities, road signs and electricity in the industrial area, or orphanages and it is a residential area that is physically and socially

deteriorated and in which satisfactory family life is impossible as most of the parents are not working or people of a low income either working as wage labourers in various informal sector enterprises”. To add to the above, Magasela (2011:65) notes:

Although the possibility of escaping poverty seems untenable, the people of Ivory Park are neither inert nor in despair; most of them supplement their livelihoods through informal trading. Some have cultivated land on the roadsides and are growing an assortment of crops; some charge a meagre fee to paint murals on private walls for brand promotion; others plait hair.

Ivory Park has eight senior secondary schools and the researcher has focused on seven of them, namely, Eqinisweni Secondary School, Ivory Park Senior Secondary School, Maphutha Senior Secondary School, Kaalfontein Senior Secondary School, Tsosoloso ya Afrika Senior Secondary School, Poneelopele Senior Secondary School, and Tswelopele Senior Secondary School. The researcher’s primary aim was to collect information from eight senior secondary schools owing to some difficulties; Umqhele Senior Secondary School was not part of the study. Learners in these schools use different local languages when they communicate in and outside their school premises. “The local dialect is miscellaneous, comprising an eclectic mix of isiZulu, Sepedi, isiXhosa, Shangaan, and South Sotho, all embracing each other gracefully and living together reciprocally” (Hall and Midgley, 2004:4).

Not all seven schools that were included in this research study offer 11 official languages. Some offer three languages while others offer four. Learners in these schools are taught in English and study their home languages as a subject. School language policy formulators and implementers in each school are expected to formulate their school languages policies based on the languages offered in their school. They are required to ensure that this policy is relevant to the area in which they are to be implemented to avoid language deprivation. School language policy formulators and implementers at each school need to consider learners language rights when working on language policy issues, in accordance with various language acts such as the Constitution of 1996, South African Schools Act (SASA) 84 of 1996, and the Language in Education Policy, all of which that learners’ language in education rights.

1.3.10 Informal Settlement

Keare (2008:11) defines an informal settlement as “a residential area which has developed without legal claims to the land and/or permission from the concerned authorities to build; as a result of their illegal or semi-legal status, infrastructure and services are usually inadequate.” Thus an informal settlement often has inadequate services such as water supply, sanitation, electricity, roads and drainage, schools, health centres, market places etc. Abrams (2006:12) argues that an informal settlement is “a residential area that is physically and socially deteriorated and in which satisfactory family life is impossible”.

Furthermore, Adams (2006) confirms that “it is an unplanned settlement and area where housing is not in compliance with current planning and building regulations”. Both Keare and Abrams’s definitions confirm that an informal settlement is a place where people decide to live and build temporary shelters, but which have services and infrastructure below the adequate or minimum levels. The situation in an informal settlement is described by Hall and Midgley (2004:15):

For some households, access to electricity is a luxury, while construction work on roads and some private properties continues unabated. Some parts of the densely populated area have no adequate infrastructure like roads, sanitation and running water. The area is geographically remote from the stronger economic nodes in the city centre, and the settlement is plagued by myriad socio-economic challenges, including illiteracy, child-headed households and hopelessness.

Hall and Midgley (2004) exaggerated the situation of an informal settlement by indicating that the areas **which** have poor infrastructure and most inhabitants are uneducated. The researcher understands informal settlement as an overpopulated area where in many parents are not working and those who are working, do not earn enough money for a living. This concept is relevant to the study because it focuses on schools which are built in the informal settlement of Ivory Park.

1.4 Research Problem

1.4.1 Problem Statement

For many years, schools in South Africa did not have language policies. In 1997, the state introduced a Language in Education Policy, which entailed the right of learners to be taught in the language of their choice. This referred to the 11 official languages of which Xitsonga is one. All school language policies in the seven selected senior secondary schools in Ivory Park appear to have paid little heed to this National Language Policy document when formulating and implementing their school language policies. It would seem that language committees in these schools are still having difficulty formulating and implementing their school language policies in relation to Xitsonga based on government language documents.

1.4.2 Research Question

The research question for this study is:

How are school language policies in relation to Xitsonga language formulated and implemented in seven senior secondary schools in Ivory Park?

1.5 Aims and Objectives

The purpose of the study was to investigate how school language policies are formulated and implemented in seven senior secondary schools in Ivory Park informal settlement, particularly concerning Xitsonga. The study had the following four objectives:

- To investigate the formulation of school language policies in seven Ivory Park senior secondary schools
- To explore the implementation of school language policies at seven Ivory Park senior secondary schools
- To investigate the practical use of school language policies in relation to Xitsonga in seven Ivory Park senior secondary schools
- To recommend a suitable formulation and implementation of school language policies and to enhance the use of them in all seven Ivory Park senior secondary schools.

1.6 Rationale of the Study

The study was intended to motivate school language policy formulators in all South African schools to be more committed when formulating and implementing their school language policies. This includes the recognition of legislated language documents and the rights of learners in relation to Xitsonga as well as other languages offered in seven senior secondary schools in Ivory Park. The study examined the reasons that school language policy committees in the seven senior secondary schools performed their activities differently when formulating and implementing their policies.

1.7 Scope of the Study

The study concentrated on seven selected senior secondary schools in Ivory Park in Gauteng in order to examine how school committees formulated and implemented their school language policies in relation to the Xitsonga language. It also investigated whether school language policies in these schools were formulated and implemented effectively according to the state's language documents. The research was limited to selected senior secondary schools in Ivory Park informal settlement.

1.8 Research Plan

This dissertation is divided into the following six chapters, namely:

Chapter 1 General Introduction: This chapter provides the general introduction, background, definition of concepts, research problem, rationale of the study, aims and objectives, research plan, and summary of the chapter.

Chapter 2 Literature Review: This chapter comprises a review of literature on key aspects such as stages that should be followed by school language policy committees when formulating and implementation their school language policies. It also includes a discussion of government initiatives to elevate South African indigenous languages for use as official languages in various government departments.

Chapter 3 Research Methodology: This chapter comprises a discussion of the research methodology and incorporates research approach/strategy, data collection, research population, data analysis, ethical issues and report writing.

Chapter 4 Results: This chapter provides the results of the observation and survey conducted in seven senior secondary schools of Ivory Park.

Chapter 5 Findings: This chapter outlines the analysis and interpretation of the observation and survey results and discusses the findings.

Chapter 6: Recommendations and general summary: The purpose of this chapter is to provide a general summary of the whole research study, and to make recommendations for the formulation and implementation of school language policies in seven senior secondary schools of Ivory Park informal settlement.

1.9 Conclusion

In conclusion, this chapter discussed the area of study, which is a focus on school language policy formulation and implementation in relation to the Xitsonga language in senior secondary schools in Ivory Park. The background information serves to provide an overview of the influence of language documents, focusing on learners' rights in language issues. Concepts relevant to the study were defined and outlined for a better understanding of their value to the study. In this chapter both the research problem and research question were outlined and a background information on language issues in South Africa was provided. The purpose of the research was described in the aim and objectives of the study, followed by the breakdown of chapters.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature on key concepts of the study, namely, stages which need to be followed by school language policy committees when formulating and implementing their school language policies. Literature pertaining to government initiatives to elevate South African indigenous languages for use as official languages in government departments is also reviewed.

The purpose of this chapter is to demonstrate that a review of research relevant to the research topic was conducted to gain more insight into ideas related to the topic. It was essential to do this before any conclusions about activities of school language policy formulation and implementation in seven schools in Ivory Park could be reached. Every school in South Africa is expected to formulate its own school language policy to correct the language imbalances perpetuated by colonial and apartheid language policies, which affected teaching and learning in schools.

When South Africa changed its language status quo in 1994, schools were expected to transform their school language policies so that they were in line with the transformed national language policy. This was achieved by recognising a number of language issues and the status of the nine African languages that had been accorded a low status in the history of South Africa. On discussing the situation of South Africa's language policies in the past, Fardon and Furnis (1997:68) postulate that "policy formulation is an opportunity to think about or discuss a number of factors related to School Language Policy formulation and implementation including their impact in the school". What Fardon and Furnis (1997) stipulate is that all relevant issues pertaining to proper school language policy formulation and implementation in all senior secondary schools need to be taken into consideration before any policy can be formulated. This includes an understanding of government language documents so that these can be used as guidance. As Kennedy (1994:55) observes, "people can derive some broad points about what to do at school level from the national language guidelines". Kennedy supports the idea of using relevant sources when drawing up policies. Although every school is unique, proper direction in the formulation and implementation of a school language policy by the policy committee is essential.

This chapter is divided into four sections. Section 2.1 provides an introduction. This is followed by section 2.2, which describes and analyses studies by various scholars that relate to the stages to be considered in the process of school language policy formulation and implementation. Examples of stages that need to be followed by school language policy committees when working on this process are cited. This is followed by a discussion of government initiatives on school language policy issues in section 2.3. The last section, 2.4, is a summary of this chapter.

2.2 Stages of school language policy formulation and implementation

This section describes the stages that should be considered when drawing up a School language policy.

2.2.1 Issue Identification

This is the first step of school language policy formulation. It requires that policymakers have sufficient knowledge to design a language policy as an instrument for improving the service to learners that the individual school offers. This is knowledge that they can find in national language legislated acts and policies. This step is relevant to this study because school language policy formulators in the seven senior secondary schools needed to start by acquiring knowledge of school language policies, the languages offered in these schools, and the particular steps to follow in the proper formulation and implementation of their school language policies.

This means that the unique language situation of an individual school, including the language needs of its students, must be clearly understood by school language policy formulators and implementers, bearing in mind the language diversity of their schools. This will help them to consider the value of the languages offered to learners of different languages in different schools when formulating their school language policies.

The danger posed by a failure to consider this language diversity is emphasised by Habermas (1996:54), who warns that “where there are many varieties of languages that affect the language problems which confront a school, more sophisticated kinds of operations of research may be needed”. As each school's environment is unique, school language policy formulators must adapt each language policy to the needs of a particular school. Proper planning and discussions before

they start their work and the physical resources to deal with the process are essential. In support of this, Corson (1999:35) explains:

The starting point of School Language Policy making is the formulation of school policy to govern and determine how policy decisions are planned or implemented in the school starting from the discussions of the need of the policy, process of selecting policy working groups taking into consideration the matters of resources and accountability, procedures for reporting back, steps in policy financial decision-making, location of responsibilities for decisions, methods of implementing decisions and steps to evaluate them.

In addition, Bolam (2001) remarks that failure to draw up a plan to manage the process will make it difficult for school language policy developers and implementers to determine whether they are working in the proper direction or not; if not, they may formulate a policy that is irrelevant to their school. Following a plan makes it easier to identify a possible mistake during the process and takes into consideration the language of communication in the area surrounding the school. Bolam's view is supported by Makanda (2011:64) who maintains that "for a School Language Policy to be relevant, it must take into account the social language structure of a speech community and accept diversity". In conclusion to this step, Heath (1996:90) states that "issue identification simply means comparing a learner's home language with the language for teaching and learning, and then accommodating it in the school language policy".

It is thus clear that the seven selected senior secondary schools in Ivory Park need to consider the indigenous languages spoken by learners of attending school when drawing up their language policies. The researcher understands that the best way to start with the process of school language policy formulation and implementation is to make sure that there is a project management team in place before people embark on the process.

2.2.2 Issue Analysis

Issue analysis is the next step after issue identification. Formulators and implementers consult the school council of governors who are key members of the community and discuss key policy issues. Du Plessis (2000:105) observes that "Issue analysis is the second stage of school language policy formulation. It is meant to determine who needs to be consulted. Failure to

consult internally at the outset can often cause resistance and other difficulties in the school language policy formulation process”. Du Plessis (2000) attests to the value of consulting relevant people such as parents in the area where the policy will be implemented as this may affect them positively or negatively. Habermas (1996:59) also stresses that “parents need to be involved in school language policy formulation by policymakers”. This means that the chairperson of each committee should invite parents to the school’s Annual General Meeting to discuss how the process will be conducted without violating learners’ rights. The more they exchange ideas, the more likely they are to reach an agreement on the welfare of the citizens. Lewis (1994:20) as cited in Corson (1992:49) concludes that “the policy must conform to the expressed attitudes of those involved in the causes of disagreement”. Corson (1992) believes that problems need to be defined and refined before the actual start of school language policy formulation and implementation. Corson (1992) is supported by Kennedy (1994:55), who posits that “part of the problem is that we cannot really have much generalisable knowledge about policy construction at the school level since each institution differs in its needs and arrangements, nowhere more so than in language diversity”.

During issue analysis, questions such as whether the problem has been defined clearly enough to give focus and direction to the process of developing options to address the problem arise and are addressed. The importance of this step is summarised by Novicki (2009:18), a reporter in the Office of the Auditor General of Manitoba who says:

The interested groups are so zealous about their cause that they will supply information that is beneficial. It is of most importance to compromise so that the end result of the policy promotes the general welfare of all citizens.

This step is important to the process and school language policy formulators in senior secondary schools in Ivory Park need to consider it when they work on formulating their school language policies in order to avoid problems. Du Plessis (2000:109) underlines this, observing that “failure to consult internally at the outset can often cause resistance and other difficulties in the School Language Policy formulation processes”.

2.2.3 General Solutions

This is the third stage of school language policy formulation. At this stage, policy formulators need to take into consideration the different languages that are used by people in the same community. Corson (1992:46) says that “general solutions refer to language diversity, the community and the people the policy will affect after completing it”. Corson focuses on the different languages used by learners and parents in the schools that need to be considered in the whole process. This includes Xitsonga as it is one of the languages used by learners in the schools in this study. Kennedy (1999:55) observes that “this stage encourages equal-status relationships among different constituencies; the various parts fit together for the benefit of the whole school community”. In this study, the step becomes important in a sense that there are many languages in the seven senior secondary schools in Ivory Park.

This means that school language policy committees need to understand what is expected of them in order to avoid making mistakes. This is supported by Fardon and Furnis (1997:68) who say, “The function of the School Language Committee is to represent the general feeling of the people about their languages ... it is not a single person's responsibility but a responsibility of people of different languages in a particular area”. They believe that the reason school language policies in senior secondary schools differ is that each school operates in a particular environment, different from other schools. Therefore, it is important for all the schools to follow the national school language policy documents in order to operate in a similar way. This will assist them in formulating and implementing school language policies that consider the use of African languages in their schools, including Xitsonga.

2.2.4 Consultation

This stage is the last stage in preparing the formulation of a school language policy. It focuses on indicating the main purpose of the policy that is its objectives, to help people to understand the reason for the formulation of this kind of a policy. Kuye and Hays (2002:74), believe that “this is a stage of setting objectives of a policy”. The importance of objectives in a policy is supported by Meiring (2011:53) who contends that “when an objective has been set and has been made known in the public sector, it is normally said that the policy has been made”. He indicates that

no policy can be regarded as complete without this stage. Likewise, Beukes (2004:55) observes that “the objectives within policy making should indicate the intention of the policy”..

Meiring (2011) and Beukes (2004) do not say anything about language diversity. They focus only on their belief that as long as the objectives are clear, there will be no problems. Ruanni and Tupas (2009:25) also argue that “the problem of language does not seem to figure as a fundamental problem that needs to be addressed”. However, in decentring language in social development, fresh configurations of language users emerge as part of the solution to the myriad problems of education and development. The researcher understands that the objectives of different school language policies need to be clear when they are drafted.

2.2.5 Performance Measurement

This stage is not part of school language policy formulation but it is a stage that needs to be considered when assessing or evaluating the readiness of a complete policy before its implementation. It is meant to check whether a policy or group of inter-related policies will perform well or not, especially when it comes to defending the value of programmes funded in support of certain policy objectives. The value of this evaluation process is supported by Kuye and Hays (2002:74) who argue that “performance measurement is important because it is where it is if a policy is ready to reach the masses without any percussion from the government”. In the context of this study, performance measurement is vital because that is what school language policy formulators in the seven selected schools needed to do before their complete policies were implemented in their schools.

The researcher believes that knowledge in the measurement of the performance of a policy should be included in national language policy documents. This would assist language policy formulators and implementers to work with confidence, knowing that they were following the correct guidelines and working according to national language policy. This would eradicate the issue of language imbalance. If these people at school level do not have adequate knowledge of what to do when doing their responsibilities are required, they are likely to make mistakes. This is supported by Corson (1999:76) who claims that “if it was done according to the way it is done at a national level, there would be a common practice in all the schools”. Balladon (2000:54) confirms:

Language policy at national level: identifies the nation's language needs across the range of communities and cultural groups that it contains; it surveys and examines the resources available; it identifies the role of language in general and individual languages for managing and developing language resources as it relates all of these to the best interests of the nation through the operation of some suitable planning agency.

Balladon's (2000) words clarify the importance that this process is completed according to national language planning before any documents are sent to schools. If this process is ignored at this level, it will not benefit society. In the same vein, Kennedy (1994) and Corson (1999) confirm that school language policy formulation starts with the government's management of a language policy framework that stipulates the ways in which language issues will be dealt with in different departments, including the Department of Education. Fox et al. (2000:27) explain that "public policy drawn at national level generally consists of a series of decisions taken jointly by politicians and/or officials rather than an individual". Ministers at national level who are responsible for language issues are listed by Beukes (2004:55):

At national level, language management responsibilities are shared by four ministries. The Minister of Arts and Culture takes responsibility for macro language policy matters while the Minister of Education is responsible for Language-in-Education Policy, which includes language(s) of learning and teaching in public schools, in the school curriculum, language-related duties of provincial departments of education and School Governing Bodies and policy for secondary education.

Hanekom (2006:7) says "this is the activity preceding the publication of a goal and it is therefore a formally articulated goal that the legislator intends pursuing in the society". Furthermore, Hanekom stresses that school language policy formulation is a formal task undertaken at a national level to be implemented locally.

Adding to the responsibilities of language policy formulators at school level, Botes and Cook (1992:191) argue that "because a public school's language policy is a systematic action, local people need to be considered to achieve the goals of the relevant institution". This strengthens the argument that members of school language policy committees in the seven senior secondary schools of Ivory Park should be part of the national language policy committee in order to share their ideas. In essence, Botes and Cook (1992) and Hanekom (2006) are against the formulation

of a school language policy at national level without including ideas from local communities around the schools.

The correct order of school language policy formulation and implementation takes place from the second level of school language policy formulation and implementation in the national language policy planning to the provincial level. This is the stage where all provinces need to draw their language policies to give directive of the manner in which local levels like a school need to follow when drawing their School Language Policy formulators and implementers in the seven senior secondary schools of Ivory Park. Levels of school language policy formulation and implementation are identified as national, provincial and local school level as follows (Beukes, 2004:56):

At provincial level, each of the nine provincial governments is required to manage its own language matters. This involves customising language policies to regional circumstances, needs and preferences. These are districts which support senior secondary schools with the implementation of important educational documents. They also monitor these implementations of important educational documents.

This explains the manner in which language issues are dealt with at the provincial level of language policy formulation and implementation. It also clarifies how the language policy is cascaded to local schools by indicating that language officials at district level are responsible for monitoring the school language policy formulation and implementation at local government level. Schools should develop policies that are in line with the relevant language policies at both provincial and national level. This is supported by Sookra (1999:320) who observes that “School Language Policy development in a democratic setting like South Africa has the choice to be guided by the policy and formulate an idiosyncratic model to suit the school in question, unlike in the past where School Language Policy was handed down to the people”.

Ivory Park is a good example of this principle as the community comprises people using various languages, including Xitsonga, and where all languages and their cultures are dynamic and not static. Hakuta (1997:42) observes that “this principle shifts the perspective away from a static one-language culture notion to a dynamic understanding of multiple identities”. This is reflected in the use of more than one language in a school situation schools in Ivory Park. This is supported by William (2004:323) when he says:

What languages to use as medium of teaching and how to sequence them, what languages to teach as school subjects, and how to present them in the curriculum? This means that school language policy formulators whether at national or provincial level should be familiar with these questions for practising democracy in our country.

Keeping in mind the description of the levels of language policy formulation provided above, it is clear that School Language Policy formulators in schools, provincial officials and national officials should work together. This would help to avoid improper actions that might affect the policy formulation and implementation in local schools such as those in Ivory Park that were selected for this study. Decisions should be taken in collaboration with the three levels of language policy development.

The researcher believes that if language committees, together with implementers, were to share ideas, this might make the monitoring of these policies easier. Moreover, all stakeholders would then be made aware of individual school environments. More importantly, the national language policy framework would cover all aspects of language policy skills and their experiences, including language resources such as language equity and language diversity, when schools embark on the policy formulation process at both regional and local level. This includes language policy makers' skills, experiences and the resources they use to ensure that their work fulfils their brief. Meiring (2011:58) concludes that:

The effectiveness of how the written description or presentation corresponds to the real problem could depend on the abilities of the participants in the process as well as the quality of information that is available. The method in obtaining and processing information is therefore linked to the human factor that is influenced by the values and perceptions of those participating in these activities.

Meiring remarks that people with the requisite abilities should participate in the process. Beckman (2003) provides an example on how things were done in Singapore where the only participants were parents: "participation was limited to parents who had limited influence restricted to advice on a small number of prescribed issues" (Beckman, 2003:10). Meiring (2001:48) adds the following:

An examination of some policy handbooks suggests that what we sometimes refer to as

policies are really statements of philosophy or of goals; some refer to them as simply collections of rules or procedures. Therefore, this indicates that because School Language Policy is usually derived from what philosophical positions the institution espouses, it meditates between the two, national and provincial levels which bring a statement of purpose and provide guidelines that are clear enough to make intent and pattern for action clear ... the issues are socio/economic in nature with potential solution shifts from an education based response to a social services based response or depending on the circumstances, to a combination of educational and social policy initiatives.

In line with Meiring's (2001:48) claims, there are many language related issues to be considered in this process as it represents the general feeling of people about the languages they choose to use for teaching and learning in schools.

2.3 Government Initiatives

This section describes activities the government of the Republic of South Africa has undertaken to elevate the standard of African languages for use in government departments. This includes the Department of Basic Education. In the past, African languages were not used equally with English and Afrikaans in schools. This initiative brought a number of linguistic ideologies together because of the contact that took place between the European settlers and the Khoisan people.

2.3.1 Policy Development

Government exists to organise a nation into a manageable unit by formulating laws that institute a fair, equitable and just society in which individuals expect sound governing. It is the responsibility of the ruling party to make sure that all people are governed equally by the laws from national level through the constitution of the country as the main law document. This is supported by Klaus and Mauborge (2002:1), who note that "the ruling party attempts to convert its party policy into provincial and local government following the procedures prescribed by the Constitution".

During the pre-colonial apartheid, African languages including Xitsonga were not regarded by the government as official languages to be used in government departments. Europeans who spoke languages such as German and French influenced this pre-colonial period whereas the Khoisan people spoke the Click language. Dutch was the language of the ruling party of the time and a Taalbond national language policy was formulated with this language in mind. The objective of this policy was to develop the Dutch language for use in all government institutions and by all people. The objective of the Taalbond was to develop a volkstaal or a people's language that would set the Afrikaner culturally apart, distinct from other South African languages, particularly "Click" (Beckman, 2003:11).

Therefore, the Khoisan people were bound to learn Dutch as this was made the main language. It also became the dominant medium of instruction between whites and indigenous people to allow for communication between white employers and their employees. The Dutch language was developed to enhance communication in society and in schools as it was the only recognised language for teaching and learning. This meant that school language policy formulators were bound to develop a policy consistent with the national one, as most of the developers were part of the pre-colonial party that was against the common people on the ground.

In 1958, there emanated a "volkstaal" that was a language policy that would set the Afrikaans language as distinct from other languages in South Africa, particularly English. This national language policy promoted Afrikaans for use as a language of instruction in schools, as it was believed that indigenous languages such as Xitsonga were difficult for Europeans to learn. During this period, Xitsonga and other indigenous languages were not considered as official languages and they were not accommodated in school language policies in the country. Crichton (1980) as cited in Regan (1986:3) observes that "the linguistic situation during this period was characterised by the dominance of English and Afrikaans as official languages for many years". Regan stresses that not all languages were considered equal.

During the post-apartheid period, under the Constitution of South Africa, language policy documents such as the SASA, Language-in-Education Policy and the Bill of Rights were embedded in the Constitution to be used as guidelines for all people. This implied that SGB members needed to formulate their school language policies in line with government language rights and the rights of people from different language groups in our country. These government initiatives were to be achieved in all departments, including the Department of Basic Education.

The Constitution made a positive linguistic change in education as all indigenous languages were accorded official status together with the official languages of the apartheid era. Crawhall (1993:90) observes that “a policy of teaching in both English and Afrikaans on a 50-50 basis in senior secondary schools was adopted”. However, a shortage of black teachers who were proficient in Afrikaans (all teacher training schools for blacks teach through the medium of English) allowed this policy to be carried out in only 26% of schools. Crawhall (1993) provides a brief history of language issues before the present school language policy issues in South Africa. This indicates that the status of the majority of African languages was assigned low status. This is supported by Mutasa (2003:93) who notes that “in terms of historical overview, South Africa had different language policies and the African languages were assigned low status. It was a policy of association, with Khoikhoi especially intermixing with Dutch”.

It is not easy to understand the present language policy that incorporates all 11 official languages, particularly if one does not know the language policies of the colonial and apartheid era and how they contributed to present policy. Du Plessis (2000:106) maintains that “in order to understand the new language clause, it is necessary to compare it with the preceding ones”. Du Plessis believes that one needs to know this history of language policies as it contributes to the present policy injustices and the status of African languages before their recognition after 1994. The status of indigenous African languages from past to present is discussed by Nkuna (2010:5):

Emerging from its own history, South Africa has to overcome the legacy of historical injustices. Thus we see that the study of the history of language policies in South Africa will help us to understand more about the present day language policy and the problems facing its implementation.

In the above quotation, Nkuna (2010) stresses the importance of knowing the history of languages and language policies in South Africa in order to understand the present status of these languages at present. These languages together with their speakers were colonised and could not be used in public domains. Only white people's languages were used at the expense of African languages: “this is coloniality of power; coloniality of knowledge, coloniality of being and coloniality of nature practised towards black people during South Africa's colonial period” Toulmin (1990:88). By the word coloniality, Toulmin refer to the ill-treatment of black people together with their languages by whites. Learners in schools were bound to use Afrikaans or English because their languages were looked down upon.

After the 1994 elections, the Constitution of the Republic of South Africa taken into consideration in the African National Congress and National Party's deliberations on national language issues. The aims of these deliberations were to balance the inequalities among languages in South Africa. More importantly, these deliberations sought to develop the official languages with particular emphasis on languages that had been previously disadvantaged and neglected. Lastly, the deliberations were meant to develop respect for all languages, and to encourage their use in all departments of government by promoting the use of learners' first languages and English as the medium of instruction in government schools.

In contrast to the colonial period with its colonial language policy, language policy also changed during the apartheid period. This was called the mother-tongue language policy. Chick (1992:67) calls this apartheid language policy "a policy of apartheid ideology". Mother-tongue instruction prepared the various language groups for separate existence and it served to divide and rule black people. During this time, the general language policy favoured Afrikaans and English only. These languages were treated as the only official languages. Regan (1986:3) observes that "on the issue of a general language policy, it called for lingua franca (either English or Afrikaans, but preferably English), which would facilitate the development of a national unity". Regan (1986:3) calls this, "the mother tongue principle and the cornerstone of educational policy". Furthermore, Chick (1992:275) argues that "none of the African languages, it was felt, could serve the official functions as English and Afrikaans does". Crichton (1980 as cited in Regan (1986:3) mentions that language usage in the classroom during the apartheid period where English and Afrikaans were called the modern languages which were used for communication, bridging the gap between carefully controlled exercises in the classroom and the unpredictability of the language as it was used in real life encounters.

The situation of African languages, especially in schools, influenced African educators to master English or Afrikaans in order to teach learners as they were taught in these languages rather than their own. Kamwangamala (2000:52) observes that "the black children had to be taught through two languages which are Afrikaans and English. African languages were used for communication only, while their white counterparts could either choose to be taught in English at English speaking schools". English and Afrikaans became barriers to understanding concepts in the classroom as black learners were forced to learn in languages that were foreign to them., Crichton (1980) as cited in Regan (1986:3) argues that "the difference between learners, their native languages and the teacher is that the teacher is not speaking in the learners native

languages but is using one language in which learners are not necessarily proficient or even able to operate at a minimum level”.

The position of indigenous languages that were deprived of their right to be used in a equal way to English and Afrikaans during that period is lamented by Bekker (2002:80), who argues that “not one of the indigenous languages was granted official or national status”. For this reason, some scholars such as Gay (2007:42) called the language the "language of the oppressors", as Afrikaans was a function of the apartheid regime’s self-serving use of language as an instrument for imposing control. Nevertheless, the language was enshrined in section 6 of the Constitution.

In contrast, the hatred of apartheid’s language policy by black people is echoed by Alexander (2003:20), who calls Afrikaans "a Language of the Oppressor". This hatred came to a head in Soweto, a black "township" in Gauteng, when a school board was dismissed in early February for resisting the imposition of Afrikaans. Protests began and spread over a period of months to other schools. Learners staged a long protest march through the streets of Soweto, supported by their educators and parents. The impact of the Soweto uprising is described by Alexander (2003:20):

This passion for the language has had extremely destructive effects, as manifested, for example, in the Soweto uprising of the black youth in 1976 against the unjust imposition on black school children of Afrikaans-medium (next to English-medium) instruction in the racially segregated classrooms of that time. On the other hand, in a Mephistophelian turn of events, this same passion has led to a situation in post-apartheid South Africa where the continuing struggle of Afrikaans-speaking people for the equality of status of their mother tongue is in fact helping to ensure that a democratic language dispensation will be maintained (2003:21).

This quotation reminds us that there were separate schools for black learners and white learners. Books were written in European languages and the people who were responsible for language issues were still working under the influence of past practices: “a language task group represented a fundamental break with past practices in the sense that it provided a vital point of contact between government language stakeholders, experts and interested persons across the board” (Ministry of Arts and Culture, 2003:16). This led to black learners’ difficulties on grasping the content they were taught by their educators. It also contributed in making it difficult

for educators to reach the goals of their lessons in class. This is supported by Baker (2001) as cited in Hoosain (2005:117) who says that “government documents do not deal with the realities and problems associated with how the goals may be achieved in the classrooms without using a language of a learner’s choice”. Therefore in terms of learner’s language rights, the school is a legal institution which has the capacity to be a bearer of rights and obligations. As a juristic body, a public school has to act through its duly appointed agent.

Although South Africans saw the result of the 1994 elections as the promise of justice, the promotion and development of multilingualism and home-language instruction, language choice and a cognitively enriched curriculum, it seems there is still more to be done by the government since the change is not clear as black learners are still being taught in English. Government needs to speed up the process of practical development of African languages in order to use them for teaching and learning as learners are still mostly taught in English while studying their African languages as language subjects. This will only happen when government has improved national language acts and policies so that they accommodate all official languages in South Africa. These documents are explained in detail in sub-sections 2.3.2 to 2.3.6 below.

2.3.2 South African Schools Act (SASA)

Section 6 (2) of SASA states that “in recognition of the historically diminished use and status of the indigenous languages of our people, the state must take practical and positive measures to elevate the status and advance the use of these languages”.

The section above suggests that the government of South Africa has worked hard to make sure that the indigenous languages that were not accorded the official status, including Xitsonga, should be used just as English and Afrikaans have been. They should be developed to the extent that they can be used in, for example, the DoE. The government has devised several initiatives to make sure that these languages are given resources to assist in their development. If this can be achieved, school language policy committees will be able to formulate language policies that are not biased.

SASA gives school language policy committees the right to develop a school language policy and determine the language of teaching and learning, based on the school environment. The idea of allowing school language policy committees to choose their language of teaching and

learning is supported by Garcia (1998) as cited in Hoosain (2005:192) who postulates that “our institutions of education must be reformed in ways in which such institutions would align themselves with new circumstances, new challenges, new values and new theories regarding language issues”. Duvenhage (2006:136) asserts that “access to basic education for all, as well as the right to education in the language of the learner's choice is very primary on the list of transformation priorities of the ANC government”. The researcher feels that the change is not clear in African secondary school until African learners’ language have the right to be taught in their own language as official home language like English and Afrikaans.

2.3.3 Language policy in public schools

Subject to the Constitution and South African School Act, the Minister may, by notice in the Government Gazette, after consultation with the Council of Education Ministers, determine norms and standards for language policy in public schools. The governing body of a public school may determine the language policy of the school subject to the Constitution, this Act and any applicable provincial law. The Minister of the Department of Basic Education created the rights and duties of the school, and the provincial government’s policy which respect to Xitsonga learner’s rights. The Constitution of the Republic of South Africa (1996:11) stipulates the following:

Subject to any law dealing with language in education and the constitutional rights of learners, in determining the language policy of the school, the school will promote multilingualism through using more than one language of learning and teaching, and/or by offering additional languages as well as fully fledged subjects, and or applying special immersion or language maintenance programmes, or through other means approved by the head of the provincial education department.

The above instructs public schools to use more than one language. It promotes multilingualism and aims at valuing minority or ignored languages and using them for teaching and learning. This principle allows educators to collaborate in creating opportunities for using African languages by engaging with, for example, Xitsonga learners’ in their entire linguistic repertoire.

The idea of linguistic repertoire is supported by Van Tonder (1993:90) who critiques the issue of marginalising African languages. He contends that “this is a way of marginalising indigenous

languages, whether intentionally or unintentionally”. He acknowledges the negative results of the history of our country but insists that policymakers should make sure that indigenous languages are used for teaching and learning and those colonial languages should be used to empower the indigenous languages rather than focusing on the state to develop these languages, the speakers of these languages need to value them by involving them when formulating their school language policies. Du Plooy (2007:13) supports this:

The marginalization of own language in South Africa needs to be addressed, because even if people accept the history of colonial language as a language of empowerment, it needs not be a language of teaching and learning for their children, it could be studied as a language subject.

In the seven senior secondary schools in Ivory Park that were selected for this study, the governing bodies are allowed to develop their school language policies, which allow learners to use indigenous languages, including Xitsonga, as the language of learning with English as an additional language. However, history has made them stick to past practices as they are still using English as the language of teaching and learning rather than using their indigenous languages. This situation is also argued by Peens (2000) as cited in Botter (2008: 216) who says “when developing a school society, it must be kept in mind that it is for society and not for government, but it is the foundation of the development of a country”.

2.3.4 Language in Education policy

Language in Education policy was introduced in South Africa in order to promote multilingualism wherein learners are encouraged to learn more than one language. According to the Language in Education Policy (1997:1), “the right to choose the language of learning and teaching is vested in the individual”. This policy stipulates that learners in South African schools, Xitsonga learners in senior secondary schools among them, have the right to learn and to be taught in any of the 11 official languages of the country. This policy is aimed to strengthen respect for learners’ rights and fundamental school freedom, the full development of human personality and a sense of dignity. This is supported by Mesthrie (2006:69), who argues that “the underlying aim of the Language in Education Policy issued by the Minister of Education in 1996 was to retain the learner’s home language for learning and teaching, but also to encourage learners to acquire additional languages”. Mesthrie (2006) focuses on the value of a learner’s

home language to be used for teaching and learning while encouraging them to acquire an additional language. This will help schools to combat linguistic discrimination as speakers of discriminated languages find themselves unable to use their preferred languages in society.

2.3.5 Bill of Rights

The Bill of Rights is intended to be broadly applicable to all schools, including those senior secondary schools of Ivory Park. Applied in the context of this study, its goal is to ensure that the Xitsonga language is accepted and respected by the wider community so that its speakers are able to use it in a number of social domains. The respect of people together with their languages is explained by Thompson (2003:32) as follows:

Indigenous languages have an enormous potential contribution to make in relation to closing the gap. There is no more powerful weapon to reassert community authority over the schooling of children than to allow community members to teach community business within school spaces. Indigenous languages can lead the way to changing school culture and student perceptions about school.

Thompson indicates that the rights of Xitsonga learners to use their language at school could help them to value their language. Plüddermann (2006:93) agrees: “the rights are human and civil rights concerning the individual and collective right to choose the language or languages of communication in a public or private atmosphere”.

These rights are clearly in consonance with a global movement on the protection of linguistic rights and tolerance of diversity. The rights of learners need to be considered together with the development of their African languages. This would only be useful if the government started by developing a language framework first (Sookra, 1999:67) before developing an indigenous school language policy, as there are important pedagogic, curricular, linguistic, socio-cultural, and political aspects to consider. This would also help educators to teach learners to use their own languages as the language framework from the government considered the rights of learners. Meiring (2011:53) argues that “everyone has the right to use the languages and participate in the cultural life of their choice, but no one exercising these rights may do so in a manner inconsistent with any provision of the bill of rights”.

When educators use learners' home languages, it is easier for the learners to understand what they are being taught and their performance improves. (De Varennes, 2002 as cited in Peens, 2008:23) confirms that "learners with limited proficiency in the language used as the medium of instruction will suffer severe disadvantage and eventually fall behind". In conclusion on learners' rights, Plüddermann (2006:78) notes:

Competence in an African language has, to a great extent, seemed irrelevant regarding access to higher education, appointments or promotions in the civil service and public debate in parliament. Multilingualism that has been implemented on a symbolic level in the new South Africa has not yet become viable on a material level.

2.3.6 Language Units

The government has recently formulated the Pan South African Language Board (PanSALB) and National Language Unit in order to deal with issues such as translation and terminology as a way of developing indigenous languages. This includes the appointment of language practitioners for the 11 official languages in order to bring about curriculum changes in South African schools. PanSALB represents all the official languages including South African sign language. The responsibilities of PanSALB are to create conditions for and promote the development and use of all the official languages as well as the Khoi, Nama and San languages (Truter, 2004:164) says "significantly, the Constitution acknowledges the right of citizens to receive education in the official language or languages of their choice in public education institutions". However, there are no clear channels of communication between these units that provide direct help to educators; they seem to operate from their offices and have little impact on public schools.

The language units also initiated the formulation of dictionaries through lexicography units as a way of developing African languages for use in different spheres of government. The Memorandum on the Objects of the National Lexicography Units (2003:16) confirms that "dictionaries are a mirror of a country's social, cultural, economic, scientific, and technological development". This initiative was meant to help learners of different indigenous languages but their distribution and publication has been very slow. One can find only two or three Xitsonga dictionaries in senior secondary schools while their libraries contain several English dictionaries. This initiative would encourage senior school language policy formulators to consider the value of these languages, including Xitsonga, as relevant resources for learners in schools.

Another initiative by South Africa's language units is the improvement of language vocabulary through the formulation of new words that learners use when learning their languages in schools. Technology has brought with it many new terms that are new to learners and which need to be formulated by language specialists, including those who are specialists in Xitsonga. Sager (1996) identifies six important aspects of terminology:

A vocabulary of a special subject field; practices and methods used for the collection, description and presentation of terms; the set of premises, arguments and conclusions required for explaining the relationships between concepts; and terms, which are fundamental for a coherent activity. It is not easy for learners to acquire these aspects, as there are not enough dictionaries to help them in schools (Sager, 1996:87).

PanSALB is also responsible for the promotion of multilingualism. This initiative was intended to create conditions for the development and equal use of all African languages. PanSALB created a guide called Matsalelo na Mapeletelo ya Xitsonga. This guide is meant to help Xitsonga educators with the formal writing of words based on formal writing of words and their meaning. However, most schools and authors seem to be unaware of this guide. This guide could also help learners to change their language attitudes and increase their knowledge if it was available.

This kind of development did not exist in the past; only two languages were developed, and African languages were ignored. Referring to indigenous languages, Chimhundu (1997:11) confirms that "no Indigenous language is intrinsically developed: it is through usage that developments occur and that a language extends its technical scope". The researcher believes the slow distribution of this important Xitsonga language guide is an oversight on the part of government, which should have investigated why it has not reached public schools. The value of Xitsonga language guides such as this is supported by Krashen (1978) as cited in Sookra (1999:4) who argues that "to learn a language consciously, a learner must know the rules of the language. Given these conditions, he can 'monitor' his linguistic output for the development of second language proficiency, the acquisition process". Furthermore, in Sookra (1999) believes that the acquisition of a home language is important as it has an influence on the second language. He also stresses the importance of the adherence to correct language rules by learners and educators.

The researcher hopes that, through government and the national language units; PanSALB will become more visible and ensure that all available language resources reach those who would benefit from them, especially learners in schools. The researcher thinks that the best way that government can improve language resources by ensuring that language boards meet regularly and work on language issues. Msimang (1996:61) expresses similar sentiments: “most people who served on these boards met twice a year and could not proceed scientifically with the tasks, and they did not have the necessary qualifications in terminography, translation and lexicography”.

2.3.7 Implementation of school language policy

The Dutch language policy was introduced during the colonial period. This was meant for the benefit of whites only as it was intended to promote trade, politics, religion, education, negotiation and social interaction between the whites and non-whites at the time. The implementation of this policy was directed at schools to the detriment of black people. The intention was to prevent African languages from growing and being used equally with Dutch language. It was hoped that the result would be that African language learners would understand Dutch **language** better than their own languages and would use it to communicate with their employers. This exploitation is expressed by Martens (1998:25) who argues that “the Dutch were determined to prevent these languages from becoming commonly used in the Cape; the Dutch East Indian Company decreed in 1658 that the slaves should learn Dutch and this meant that all communication should be done in Dutch even between the indigenous language people”. Martens argues that the objectives of the Dutch language policy were suspect. This is supported by Alexander (2003:12): “these are early attempts by the Dutch to set up schools to teach Dutch to their subjects”. Alexander indicates that the Dutch language policy was the beginning of the marginalisation of African languages as Dutch and English school learning materials were used for teaching and learning while African language materials were neglected.

This negative political initiative by the Dutch government made it difficult for black authors, including Xitsonga language authors, to write books in their own languages. Moreover, the usage of indigenous languages in schools was disallowed because of the politics of that period. The influence of politics is confirmed by Phaswane (2003:117) who argues that “Afrikaans and English are the gatekeepers for political power dominance and as instruments for preserving

certain privileges for unfair, unequal distribution of the country's economic resources". Phaswane indicates that African languages such as Xitsonga were not treated equally as other official languages. This political influence on languages was also practised in Mozambique Hence the Xitsonga people originated. School language policy formulators drew up language a policy that was influenced by politics and which was in favour of Portuguese as an official language, rather than Xitsonga. Xitsonga learners are forced to receive education through the medium of Portuguese and to use it as their official language. The Mozambican outcry against this European national language policy is lamented by Katupha (1994) as cited in Fardon (1997:89) who says "this led to such a country generally to adopt a Portuguese language policy as a policy of power as is used for official communication". Fardon indicates that these actions are taken in many countries to destroy indigenous languages. The situation in South Africa and Mozambique is summarised by Nkuna (2010:45): "Africa's rich indigenous languages were systematically destroyed and they were replaced with colonial languages – English, French and Portuguese". Nkuna suggests that languages in African countries were destroyed intentionally. The language struggle in South Africa extended its power to university level. The national language policy at universities had a separate system in which whites were favoured by the language policies as they were allowed to receive tuition in their home languages, whereas black students received tuition using English which is not their home language. Truter (2004:164) concludes that "language policy at university resulted in a consideration of two separate cultures that functioned separately from kindergarten up to university level": this created an unacceptable language situation at university level (Truter, 2004).

Makanda (2011:61) argues that "in a multilingual society, the issue of language states presents a challenge if it is not handled well by the authorities". He prefers a multi-modal approach to the creation and implementation of school language policies in relation to Xitsonga (Makanda, 2011). Furthermore, a multi-modal approach should be considered when constituting school language policy committees in order to address issues of language planning through its multiplicity of theories and modes. Davies (1999:61) observes that "the question often arises as to the extent of School Language Committee's original powers". Davies supports the value of school language policy committees having skills and knowledge. In the minds of the black community, however, such advantages were overshadowed by the realisation that educational motives were secondary to political issues. Mbeki (2007:2) laments the South African language policy for failing to fulfil its objectives:

Quite correctly, many in our country have expressed concern about the place of the African languages in our society. This relates to such matters as mother-tongue instruction in our schools, the study of African languages at school and university levels, the publication of books and magazines in the African languages, the further development of these languages for use as media of instruction at higher levels of education.

Mbeki make a generalisation that the trend in South African language policies is to look down upon all African languages in our country, including Xitsonga. He laments that they are not used equally in education institutions, and that publishers do not put more effort into publishing books in African languages for effective use in all domains. Mbeki (2007:3) adds that “we, the people of South Africa, believe that South Africa belongs to all who live in it, united in our language diversity”, whereas Kamwangamala (2000:87) argues that “considering African languages as working languages in all domains of public life must start at school, which is the best place for building expertise and developing knowledge, before it takes its place in other social spheres”. Kamwangamala indicates that the school setting is a strategic place to start improving the status of official indigenous languages, including Xitsonga. Therefore, the researcher argues that only if school language committees formulate and implement their school language policies effectively, will learners grow up using their languages from primary school to university, mastering them and being able to use them in the public domain. This is supported by De Wet (2009:366):

The education and language acquisition theory upon which the language of instruction policy has to be based, has been ignored or presented incorrectly ... this may result in the current education practice promising failure and unjustness on a scale that will allow apartheid education to appear good in comparison.

De Wet (2009) believes that African languages cannot be used in the public domain because our country has not yet developed them effectively. English still holds hegemonic status when compared to other official languages. This is despite the government having granted the nine indigenous languages the status official languages. English is still used in schools as a medium of teaching. Though some authors are against the use of English as a language of teaching and learning, some authors such as Legere are still supporting it. Legere (1997:4) says “English is both an instrument and an indicator of participation and assimilation, serving as a means of helping individuals and communities to enjoy their autonomy to the full and to control and manage the process of democratisation in which they are involved in South Africa”. However

linguists such as Balladon (2000:54) have a different perspective on using more than one language in schools:

So while the goal of policy is to promote multilingualism and to encourage the acquisition of at least two South African languages, the loose requirements make for a situation where learners acquire one other official language apart from the home language, and for the majority, this first additional language is English. In this way, learning English is therefore not strictly meant for black learners only; it is also used by white learners for the promotion of a multilingual policy.

Balladon (2000) believes the proponents of multilingualism in all spheres of life, rather than by narrow ethno-nationalist considerations, realise that after 23 years, the time has come to reconsider the compromises of 1994 language policy framework. The researcher thinks that this should be done with a view to constructing a framework that will take Africans beyond mere rhetoric and beyond the most middle-class people to be some kind of more than whites. . Garthwaite (2006:90) says “the need to effect social transformation, nurture South Africa’s rich linguistic diversity and to comply with our progressive constitutional language clause”. The researcher argues that people must ensure that perceptually valuable linguistic capital is met in all linguistic domains to protect people’s cultural heritage; these languages should also become vehicles to be used for both formal and formal discussions.

Garthwaite (2006) believes that language issues in South Africa are not taken seriously. He supports the idea of using and preserving the languages of our country. He argues that it appears that current linguistic research has not yet provided a comprehensive picture of the language situation in Africa. We do not even have a comprehensive list of the languages spoken in the various countries, let alone where they are spoken and how many speakers there are of each language. This is certainly a drawback for research on multilingualism and the subsequent language policies arising from such research. Likewise, Crawford (2006:76) observes:

We cannot expect to know the various functions performed by various languages in our multilingual society prior to a detailed linguistic analysis of the languages and their relationships to each other since it is impossible, in this context, to give a detailed study of the language situation in each African country.

As an example supporting this argument, Garthwaite (2006) explains the situation in Ghana where the use of African languages is more common:

We will have to do a case study of Ghana, a West African country. She chose this country not only because it is the African country that she knows best, being a citizen of Ghana, but also because Ghana is quite representative of the African linguistic situation in many ways. Most of these newer paradigms seem to have certain things in common. All seem to put indigenous African peoples at the centre of the development process. As a result, issues such as mass participation, community initiative, the democratisation of development and indigenous knowledge, come to the forefront (Garthwaite, 2006:90).

Garthwaite (2006) stresses the fact that a case study of the situation in Ghana is required in South Africa in order to achieve results that are representative of African countries' linguistic situation at large as the above linguistic situation in South Africa creates difficulties for the newer approaches to development in Africa. How can we harness indigenous knowledge, how can we generate local initiatives and mass participation in the development discourse if the elite in Africa continues to use languages that are not the languages of the indigenous people? Prah (1993:50) puts things in perspective with the following argument:

The dilemma in Africa with regards to language and development is that the elite which is entrusted with the leadership in the development endeavour is created in, and trapped by the culture of Western society, and favours the reproduction of entire Western images in African development. The elite in effect see Africa from outside, in the language, idiom, image, and experience of the people; in as far as the African mind is concerned. It is unable to relate its knowledge to the realities of African society. It is estranged from the culture of the masses, but realizes almost as an afterthought, that development as a simple replication of the Western experience is mission impossible.

It is thus apparent that if Africa does not revise its latest approaches to development very soon, the language question must be casually tied to African development thinking. The realisation that development is only possible with the wholehearted involvement of all Africans, not only the elite, puts the indigenous languages right at the centre as a need for discussion.

The researcher comments that this is a solid basis for our appeal to practitioners within the field of development studies to evolve a language paradigm for development to be known as

development linguistics. If development is seen as harnessing the indigenous knowledge and initiative of Africans, then the most effective languages in Africa cannot be the former colonial languages, languages of the rulers, of the elite. Instead, the languages of the people of Africa, languages in which we expect to find the most intelligent reactions from the African people who are agents of development, should be promoted.

Once national parliament has passed the Language Bill together with its language policies, it is up to the national and regional schools to implement it. However, school language policy implementation relies on the national language policy to first guide all language policy, including school language policy in all schools. This is supported by Baker (2000) as cited in Yasmine (2003:78) who indicates that the responsibility of the concrete implementation, training of teachers and translators, and development of materials to affect this new initiative is passed down the hierarchical and regional levels, to where provincial governments, non-governmental organisations, community-based and private sector bodies must ultimately find solutions.

2.4 Conclusion

This chapter provided a review of literature on school language policy formulation and implementation in relation to Xitsonga. It addressed the manner in which South Africa's school language policy was formulated and implemented in the past and how this influenced the present practical school language policy formulation and implementation by language policy formulators in the selected seven senior secondary schools of Ivory Park. It also outlined government initiatives in language issues that have failed to improve the status of senior secondary school language policy issues in South Africa.

Chapter 3

Research methodology

3.1 Introduction

This chapter focuses on the research methodology followed in this study. Rajasekar (2006:29) defines research methodology as “a systematic way to solve a problem, a science of studying how research is to be carried out in planning and executing a research study”. Rasejekar (2006) focuses on solving a research problem in an organised or formal way. This involves doing things according to a fixed plan, following a proper plan, and managing it for a particular purpose. Likewise, Silverton (2001:99) notes that methodology “is the process which involves a sequence of activities”. He indicates that methodology is a set of planned activities that work together. Similarly, Nachmias and Nachmias (1981:22) concur that “research methodology is a research process and the paradigm of scientific inquiry as it focuses on the overall scheme of activities a researcher engages in to produce knowledge”. Nachmias and Nachmias (1981) see it as a pattern of scientific work.

This chapter is divided into seven sections. The first section is 3.1 which is the introduction. This is followed by section 3.2 which discusses the research approach/strategy. It is followed by a discussion of the research design and data collection in section 3.3. Section 3.4 provides information on the data analysis. Section 3.5 discusses the ethical issues, and is followed by section 3.6 on report writing. The last section provides a summary of the chapter.

3.2 Research Approach/Strategy

Lewis and Thornhill (2000) as cited in Nkuna (2010:104) regard research strategy as “a general plan of how you will go about answering the question(s) you have set”. This definition focuses on a normal or usual plan that provides direction to answering a research question. Miller and Crabtree (1992:6) distinguish three types of research methods, namely, qualitative, quantitative and mixed methods. Creswell (1998:15) observes that “qualitative research is a process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. Creswell builds complex, holistic pictures, analyses words, reports detailed

views of informants, and conducts the study in a natural setting”. Creswell’s definition focuses on the methodological nature, the complexity of the end product and its nature, which relates to the definitions of Leedy (1993) and Smith, (1982). Leedy (1993:143) asserts that “qualitative research manipulates variables and controls natural phenomena; it is impersonal, cold and experimental, as it tests the theoretically conceived null hypothesis against the facts of reality and represents the data in numeric values”. Leedy (1993) places emphasis on a null hypothesis. On the other hand, Creswell (1998) and Leedy (1993) both confirm that the strength of the qualitative research method is its ability to provide complex textual descriptions of how people experience a given research issue.

The qualitative approach is a natural research approach to use to observe people, manipulate variables, collect data and to try to understand what they say based on the research question. This process was followed so that the researcher could draw up a summary of all activities in the study. A qualitative approach involves an interpretive, naturalistic approach to the subject matter and gives priority to what the data contribute to important research questions or existing information. Qualitative research asks open-ended questions to which participants are free to respond more elaborately and in greater detail than is the case in quantitative methods, where participants' responses are restricted to the questions provided. The use of open-ended questions and probing gives participants the opportunity to respond in their own words rather than forcing them to choose from fixed responses when a quantitative method is used. Welman and Kruger (1999:96) argue that “[qualitative strategies] may be the dominant strategy for data collection or they may be employed in conjunction with participants’ observation, document analysis or other techniques”.

A second research approach is quantitative. Labovitz (1991:79) defines quantitative research as “the measurement of variables in terms of magnitude, extent, or amount, such as height, weight and population size”. He sees it as a great or important tool to measure size or the extent or importance of things. This is a tool to measure data which are not always on the same levels or the same size. Furthermore, quantitative research is inflexible and attempts to gather data by objective methods to provide information about relations, comparisons and predictions. It tends to remove the investigator from the investigation. On the other hand, qualitative methods are more flexible, that is, they allow greater spontaneity and adaptation of the interaction between the researcher and the study participants. In this study, the researcher interacted with respondents by clarifying her questions so that they understood what was required of them while

responding to the questionnaire on the language policy in their schools. Therefore, in this study, the researcher asked participants to provide information in detail, based on their expertise and activities at their school in person, rather than having them answer questions without her being present.

A third research approach is the mixed methods approach. This is a combination of qualitative and quantitative methods. These methods are used concurrently to address the research topic. Schumacher (2006:27) defines mixed methods research as the use of a qualitative paradigm for one phase of a research study and the quantitative research paradigm another phase of the study “within a stage or across two of the stage 1 of the reprocess”. It is further defined by Du Plooy (2007:56) as a multiple way of generating a more complete and meaningful understanding of complex phenomena. Both Du Plooy (2007) and Schumacher (2006) see the importance of this approach as it involves multiple ways of understanding the results of difficult situations and analysing them. The researcher understands this approach as the use of both qualitative and quantitative methods in a specific area of study to make sense of the social world, from multiple standpoints on what is important and to be valued and cherished.

Mixed methods research was used in this study in order to achieve the research objectives. This approach allowed the researcher to answer questions about the daily experiences and realities of participants. It is a multi-dimensional method and used both a questionnaire and observations of existing school language policies and school language communication textbooks at seven senior secondary schools in Ivory Park. The researcher obtained a letter of approval from the Gauteng Department of Education to conduct this study.

3.3 Research design and data collection

3.3.1. Research Design

Marvsti (2004:8) describes a research design as “the steps that researchers follow to complete their study from start to finish. These include asking questions, selection of research respondents and data analysis up to reporting of results”. Marvsti focuses on completion of what is required from the researcher during the study. Hagedon (1999:20) adds that “research design is a selection of units and comparative forms to make descriptive statements or test the hypothesis”. He sees it as the selection of things that can be measured or judged to make a hypothesis. Both Hagedon (1999) and Marvsti (2004) emphasise the logical manner in which individuals or other

units are studied and analysed to compare what is subject to alternative interpretations. More specifically, research design focuses on how an investigation will take place, how data will be collected and what instruments will be employed to collect these data and to analyse them.

Features such as the choice of research strategies, tools, population, sampling, and size are also considered when studying people for research purposes. They range from highly controlled laboratory experiments to a loosely structured observation of participants and each type is appropriate for a general kind of research problem. The researcher collects data to address the research objectives.

Observational research is divided into naturalistic observation and participant observation. Naturalistic observation means studying behaviours that occur naturally in natural contexts, unlike the artificial environment of a controlled laboratory setting. More importantly, in naturalistic observation, there is no attempt to manipulate variables. In participant observation, the researcher intervenes in the environment. Welman and Kruger (1999:49) as well as Welman and Kruger (1999) say, “it is where the researcher insert himself/herself as a member of a group, aimed at observing behaviour that otherwise would not be easily accessible for thorough descriptive analysis of a single individual, group, or event”. Welman and Kruger (1999) indicate that a researcher becomes a member of a group in order to observe behaviour that he/she would not otherwise have access to. In this study, the researcher of this study interacted with all members of the school policy formulation committee, she was not a member of the committee and was there as an outsider to gather information and observe how they developed or implemented their language policies. She asked them questions for clarity while collecting the information.

Observation differs fundamentally from a survey (and from laboratory experiments, field experiments and field studies) in that the researcher generally has less presumptive knowledge of what the variables of interest will be and how they will be measured. Accordingly, it was selected for this study because it sought to observe the formulation and implementation of school language policies at seven Ivory Park senior secondary schools, and to investigate the practical usage of school language policy in relation to Xitsonga at these schools. More specifically, observation was used to investigate why school language policies in seven senior secondary schools differed in the manner in which they were formulated and implemented by school language policy committees. This type of approach also focuses on uncovering and explaining

the ways in which a group of people are studied and provides an opportunity to ask penetrating questions and to capture the richness of organisational behaviour. However, in this case, the conclusions reached are specific to the schools investigated and may not be generalised.

The researcher intended to ascertain what was going on in each school based as far as its language policy and implementation was concerned in order to record the results from the primary source. Welman and Kruger (1999) as cited in Nkuna (2010:114) define primary data as “the information that needs to be collected for the first time”. This is obtained through direct personal interviews, indirect oral interviews or a mailed questionnaire. It is collected from a survey using a questionnaire. Coombee (1996:76) notes, “Observation is the active acquisition of information from a primary source”. Coombee feels that relevant information is that information that is collected from the primary source; in this study this is the existing school language policies. The data were analysed and written down using school language policies and each school’s language of communication. Data from both the survey and observation made it possible to understand how language policies were developed and implemented at each school.

The second research design is the survey. A survey is a quantitative research design for collecting information from a selected group of people using either a standardised questionnaire or interviews. Du Plooy (2007:170) defines a survey as “a method which enables us to collect a large amount of data about variables, such as people’s lifestyle, attitudes, demographics, and motives”. It is also known as a data collection technique whereby research participants answer questions during interviews or by completing pencil-and-data questionnaires. It requires the application of questionnaires for data gathering. Converse (1987:33) elaborates on the survey and questionnaires:

... a social survey ... encompasses the following: (1) data collected in the field, as opposed to in a laboratory setting; (2) organization of the data by the individual record but still employing a multitude of methods to gather data on the individual; and (3) a means to establish the value or extent of the phenomena under investigation, by either counting or measuring some or all of the information gathered.

Converse (1987) indicates that this is related to a society, taking into consideration the importance of data collected in different places. A survey is characterised by a high degree of representativeness with a low degree of control over extraneous factors. It involves a large

number of populations or is associated with the observational techniques of the questionnaire and interview. It compares any measurement procedure that involves asking respondents questions. This is supported by Trochim (2006), who identifies three types of survey research methods that are roughly divided into two broad areas: questionnaires and interviews. Hakuta (1997:90) notes that “a questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents”. Similarly, Coombee (1996:54) defines “...a questionnaire as a list of survey questions posed to respondents, and designed to extract specific information. It serves four basic purposes: to collect the appropriate data, to make data comparable and amenable to analysis, to minimize bias in formulating and asking question”. Coombee sees a questionnaire as a set of planned questions to be completed by respondents in order to collect data. Based on these definitions, the researcher understands a questionnaire as an instrument that respondents are asked to complete in order to compare their activities.

For this study, the researcher used observation and survey. The observation focused on collecting information from policies and existing communication books in which the record information in the seven senior secondary schools the researcher used a questionnaire, which enabled her to elicit the experiences of school language policy committees based on the manner in which they formulated and implemented their school language policies, and to identify where the correct steps were not followed.

3.3.2 Data Collection

3.3.2.1 Population

Cornbleth (2009:70) defines a research population as follows:

A group of potential participants from whom one wants to generate the results of a study. This group normally shares one or more characteristics from which data can be gathered and analysed ... any designated group, such as consumers who buy videos, voters, owners, real estate agents, presidents of companies, union representatives or teachers.

Cornbleth (2009) argues that a population entails latent qualities or the ability to develop into something in future. The group shares qualities. The researcher understands "population" to be a

group of individuals (or items) who have one or more characteristics in common and from whom she can gather information that she can analyse and obtain results. This may be a small or large number of people. The population encompasses the total collection of all units of analysis about which the researcher wishes to draw conclusions. Population is also defined by Polit and Hungler (1999:37) as “an aggregate or totality of all the objects, subjects or members that conform to a set of specifications”. Polit and Hungler (1999) see population as all those people who participated in the research project.

The research population for this study was seven senior secondary schools in Ivory Park which participated in the study. The school names were abbreviated as follows: EQIN for Eqinisweni Senior Secondary School, IVOR for Ivory Park Senior Secondary School, TSOS for Tsosoloso Senior Secondary School, TSWEL for Tswelopele Senior Secondary School, PONEl for Poneelopele Senior Secondary School, MAPH for Maphutha Senior Secondary School and KAAL for Kaalfontein Senior Secondary School. The research participants comprised of one principal, one governing body member and one language/home language head of department and one Xitsonga educator. This is a total of four participants per school. The involvement of a parent component as part of the SGB is the government’s way of involving community members in their children’s education. Coombee (1996:24), argues that “there is a commitment in South Africa to involve the community in decision-making about local schools issues”.

Based on the objective of this study, which was to investigate the dynamics of school language policy formulation and implementation, the selected school language policy formulators and implementers were chosen to answer questions based on the way they operated in each school. Only members who had participated in the process were chosen as it was not possible to use the whole school population for the research study. The process of selecting of members school language policy which include parents is supported by Welman and Kruger (1999:49) who observe that “usually the populations in which human behavioural scientists are interested are so large that from a practical point of view it is simply impossible to conduct research in all of them”.

3.3.2.2 Sampling

For the purposes of observation, the researcher focused on school language policies and minutes of the meetings in seven senior secondary schools in Ivory Park. For the survey, the researcher

sent the questionnaire (see Appendix B) to all principals, home language educators, head of departments and school governing body members in the seven senior secondary schools to read questions based on school language issues and respond to it.

3.3.2.3 Sampling Size

The sampling size included from seven school language policies comprises one sample from each school, one example of minutes of a meeting from each school as well as evidence of communication. Questionnaires were sent to the 28 policy formulators and implementers in senior seven secondary schools of Ivory Park.

3.4 Data Analysis

Bogdan and Biklen (1982:153) define data analysis as “a process of systematically searching and arranging the interview transcripts, field and other materials”. (Bogdan and Biklen, 1982) say, “data analysis as a way of preparing interview manuals” It is further defined by Sachs (1994:16) who says, “...data analysis as a process of inspecting, cleansing, transforming, and modeling data with the goal of discovering useful information, suggesting conclusions, and supporting decision-making. Data analysis has multiple facets and approaches, encompassing diverse techniques under a variety of names, in different business, science and social science domains”. Sachs (1994) adds that data analysis is a way of sorting information gathered by the researcher in order to derive full information for the study. In this study, tables were used to arrange survey data so that the Xitsonga school language committee members would be able to answer the research question to meet the objectives of the study which is to find out how many of the seven selected schools followed the proper steps of formulating and implementing their policies effectively. Those school language policy representatives who had difficulty understanding what was expected of them were also identified. Figures were used to express the data more clearly and meaningfully, for example to show patterns and trends or summarise information.

3.5 Ethical Issues

Since research ethics deal with the interaction between researchers and the participants of the study, the researcher considered the wellbeing of the research participants her priority. Although

some learners at these schools were members of the school governing body members, they were not included in the study because the researcher respected their welfare. Only adult senior school language policy formulators and implementers were asked to participate in the study. More importantly, respondents did not divulge their names; only their designation as members of school language policy committees was required. Sachs (1994:10) supports this idea, observing that “respect for human dignity is central to the ethical conduct of research”. Respect for human dignity revolves around the following core principles: “respect for persons, concern for their welfare, and justice”. Before respondents completed the questionnaire, the researcher wrote a letter to the National Department of Education and the District Director of the various schools asking for permission to visit the schools. The researcher did this in order to respect the rights of the educational institutions, school managers and school language policy formulators and implementers.

In the study, all school language policy representatives from the seven schools were informed about the principles of ethics in research. Moreover, they were not forced to participate in the study; they did it of their own will. Their cultural values, privacy, free and informed consent and their rights to anonymity and confidentiality were upheld during this study and this was confirmed before the actual interview. The interview took place in the staff room of each school to create a relaxed atmosphere, and the questionnaires were completed with the permission of the interviewees. Strydom (1998:24) notes that ethical issues are “a set of moral principles which are suggested by an individual or group, is subsequently widely accepted and which offers rules and behavioural expectations about the most correct conduct towards experimental subjects and respondents, employees, sponsors and other researchers, assistants and students”. Strydom (1998) indicates that ethical issues concern the principles of right and wrong behaviour and adherence to the research code of conduct in the field. This is based on respecting human dignity and not violating individual rights for research purposes.

3.6 Report Writing

The report on this study forms a master’s dissertation. This dissertation reports on an investigation conducted in the seven senior secondary schools selected for the study as the eighth senior secondary school was not able to take part in the research. The study investigated school language policies and their implementation in seven senior secondary schools in Ivory

Park. This means that the researcher worked with a sample of seven senior secondary schools in Ivory Park of Gauteng.

3.7 Conclusion

This chapter summarised the research methodology used in the study. It focused on the procedures and strategies that were followed by the researcher, the research design and data collection. Aspects such as research population, data analysis, ethical issues and report writing were discussed.

CHAPTER 4

RESULTS

4.1 Introduction

This chapter provides the results of the observations in section 4.2.1 and the results of the survey in section 4.2.2. Section 4.4 provides the summary of the chapter.

4.2 Results of observation and survey

4.2.1 Research of observation

This section outlines 12 issues that are outlined in sub-sections 4.2.1.1 to 4.2.1.12 below:

4.2.1.1 Availability of school to participate in research project

Of the seven senior secondary schools that agreed to participate in the research, only seven senior schools handed their school language policies to the researcher for perusal. The policy from one senior secondary school was not available (see APPENDIX B).

4.2.1.2 The aim of the school language policy

It was observed that the aims of all seven senior secondary schools language policies were to promote multilingualism. This was confirmed by the recognition of more than two languages in their schools and this was reflected in their language policies, as quoted below.

4.2.1.3 Knowledge of signing of school language policy by school principal and chairperson of school governing body (SGB)

The researcher observed whether the school language policy committees from the seven senior secondary schools were aware that their policy needed to be signed by the principal and the chairperson of the SGB.

4.2.1.4 Multilingualism statement in the policy

4.2.1.4.1. Multilingualism statement: Eqinisweni Senior Secondary School

This subsection outlines the statement from Eqinisweni Senior Secondary School's language policy. Section 6 D of the language policy states: "Multilingualism will be encouraged among learners and educators".

4.2.1.4.2. Multilingualism statement: Ivory Park Senior Secondary School

This subsection focuses on the statement on multilingualism observed in Ivory Park Senior Secondary School's language policy. Section 5 (2) of this policy states: "The school's language policy is to promote multilingualism in our society".

4.2.1.4.3. Multilingualism statement: Kaalfontein Senior Secondary School

Section 5 of the this school's policy states: "This language policy should be on the promotion of multilingualism, the development of official languages and the respect for all languages in the country, including South African Sign Language and the languages referred to in the South African Constitution".

4.2.1.4.4. Multilingualism statement: Maphutha Senior Secondary School

Section 1 (1) of Maphutha Senior Secondary School's language policy states: "The aim of the language policy is to promote multilingualism". Section 5.4 of the same policy continues that "The aim of the policy is for promoting multilingualism".

4.2.1.4.5. Multilingualism statement: Ponelepele Senior Secondary School

Section 2 (a) of Ponelepele Senior Secondary School's language policy states: "Consistent with the Constitution of the Republic of South Africa, this policy recognises our cultural diversity and therefore promotes multilingualism".

4.2.1.4.6. Multilingualism statement: Tsosoloso Senior Secondary School

Section 5 (2) of Tsosoloso Senior Secondary School's language policy states: "The school's language policy aims to be supportive of general conceptual growth amongst learners and to establish multilingualism as an approach to language in education".

4.2.1.4.7. Multilingualism statement: Tswelopele Senior Secondary School

Section 6 (6) of the Tswelopele Senior Secondary School's language policy states: "The purpose of the policy is to establish multilingualism as an approach to language in education".

4.2.1.5 The objectives of the seven senior secondary schools' language policies

It was observed that the objectives of all the seven senior secondary schools focused on different issues, indicated below:

4.2.1.5.1. Objective(s) of Equisweni Senior Secondary School

This subsection presents the statement of Equisweni Senior Secondary School's language policy's objective. Section 5 of the school's language policy states: "The objective of this language policy is to promote, respect and create conditions and development of all official languages commonly used by the communities in RSA".

4.2.1.5.2. Objective(s) of Ivory Park Senior Secondary School

Section 1 of Ivory Park Senior Secondary School's language policy states: "We strive to ensure that learners in our school acquire the knowledge, skills and qualifications that will make them competent citizens of South Africa in the whole world (global)".

4.2.1.5.3. Objective(s) of Kaalfontein Senior Secondary School

This subsection provides the statement on the language policy's objective in Kaalfontein Senior Secondary School's language policy. Section 4 of this policy states: "This policy attempts to protect and advance our diverse cultures and languages and uphold the right of all learners,

parents, educators, and promote their acceptance of responsibility in facilitating the underlying principles”.

4.2.1.5.4. Objective(s) of Maphutha Senior Secondary School

Section 1.7 of Maphutha Senior Secondary School’s language policy states: “The objective of the language policy is to sound convictions about education, to achieve a multi-dimensional purpose pertaining to total quality of education and management, to determine and measure the success of the school, to instil professional socialisation in all stakeholders and to encourage teamwork with consideration and sensitivity of issues of diversity”.

4.2.1.5.5 Objective(s) of Ponelepele Senior Secondary School

Section 8 (3) of Ponelepele Senior Secondary School’s language policy states: “The language policy has been developed to provide a framework in terms of language provision and instruction in the school and to promote effective curriculum delivery by provision of standardization of languages”.

4.2.1.5.6. Objective(s) of Tsosoloso Senior Secondary School

Section 5 (5) of Tsosoloso Senior Secondary School’s language policy S states: “The objective of this language policy is the promotion of learning and full participation in society and the economy through equitable and meaningful access to official languages of teaching and learning”. Section 5 (3) of the same policy states: “This policy aims to promote the development of African languages”.

4.2.1.5.7. Objective(s) of Tswelopele Senior Secondary School

Section 11(a) of Tswelopele Senior Secondary School’s language policy states: “The key consideration of the policy is development of a child’s language skills as a reliable predictor of future cognitive competence”.

4.2.1.6 Language(s) preference for teaching and learning

It was observed that the seven senior secondary schools' preferred language of teaching and learning were as indicated below:

4.2.1.6.1. Language(s) preferred at Equisweni Senior Secondary School

This sub-section focuses on the statement of the preferred language for teaching and learning. Section 6 (b) of Equisweni Senior Secondary School's language policy states: "The language of instruction is English". In section 3 it is stated: "All learners speak African languages offered in the institution as their mother tongue whereas English is the official language of teaching and learning and was endorsed by the SGB".

4.2.1.6.2. Language(s) preferred in Ivory Park Senior Secondary School

Section 6 (1) of Ivory Park Senior Secondary School's language policy states: "The language of instruction for the school shall be English across all grades. Learners who wish to be taught in a language not falling within the language offering shall make an application in writing". Section 8 (4) continues: "Our additional language is English, carefully chosen so as to produce well-rounded learners who will make a valuable contribution to the welfare of this country politically, socially and economically".

4.2.1.6.3. Language(s) preferred in Kaalfontein Senior Secondary School

Section 3 (3) of Kaalfontein Senior Secondary School's language policy states: "The School Language Policy is meant to maintain home language/s while providing access to and the effective acquisition of additional language(s)".

4.2.1.6.4. Language(s) preferred in Maphutha Senior Secondary School

Section 1.8 (d) of Maphutha Senior Secondary School's language policy states: "All learners shall offer their language of learning and teaching and at least one additional approved language as a learning area".

4.2.1.6.5. Language(s) preferred in Ponelopele Senior Secondary School

Section 9 (1) of Ponelopele Senior Secondary School's language policy states: "The language of instruction for the school shall be English across all grades".

4.2.1.6.6. Language(s) preferred in Tsosoloso Senior Secondary School

Section 8 (5) of Tsosoloso Senior Secondary School's language policy states: "The language of teaching and learning in all learning areas shall be English except for the school's official home languages".

4.2.1.6.7. Language(s) preferred in Tswelopele Senior Secondary School

The language preference for teaching and learning at Tswelopele Senior Secondary School is stated in Section 11 (2) of the school's language policy: "Based on the choices made by the parent population of the school, whether it is single/dual medium, the languages of learning and teaching at the school are isiZulu, Sesotho, Sepedi, Setswana, Tshivenda, Xitsonga, isiNdebele, siSwati, isiXhosa, English, and Afrikaans".

4.2.1.7 Language(s) used when drawing up the school language policy

Table 1 indicates the languages considered by school language policy makers when drawing up their language policies at all seven senior secondary schools. The names of schools have been abbreviated as follows: EQIN – Equisweni Senior Secondary School, IVOR – Ivory Park Senior Secondary School, KAAL – Kaalfontein Senior Secondary School, MAPH – Maphutha Senior Secondary School, PONE – Ponelopele Senior Secondary School, TSOS – Tsosoloso Senior Secondary School and TSWEL – Tswelopele Senior Secondary School. The **tick indicates** that the language is offered at the school whereas the cross indicates that language is not offered by the school.

Table: 1. Language(s) accommodated in the language policy

EQIN	IVOR	KAAL	MAPH	PONE	TSOS	TSWEL
Afrikaans	x	X	X	x	X	x

English	✓	✓	✓	✓	✓	✓
Sepedi	x	x	x	x	x	x
Sesotho	x	x	x	x	x	x
Siswati	x	x	x	x	x	x
Setswana	x	x	x	x	x	x
IsiNdebele	x	x	x	x	x	x
IsiZulu	x	x	x	x	x	x
IsiXhoza	x	x	x	x	x	x
Tshivenda	x	x	x	x	x	x
Xitsonga	x	x	x	x	x	x

4.2.1.8 Statement on language rights

Language rights refer to the right of learners to learn through a language of their choice at a particular school. The following was observed:

4.2.1.8.1. Statement on language rights at Eqinisweni Senior Secondary School

This subsection focuses on the statement of learners' language rights observed in Eqinisweni Senior Secondary School's language policy. Section 6 of the policy states: "Since language is part of our culture, our learners will be encouraged to become competent in languages that are offered at school. Any form of discrimination based on language shall not be tolerated. Such transgressions should be brought to the attention of the principal".

4.2.1.8.2. Statement on language rights at Ivory Park Senior Secondary School

The statement on learners language rights observed in Section 7 (8) of Ivory Park Senior Secondary School's language policy states: "Principles applicable to the use of languages during teaching, learning, and communication and meetings". This continues in section 6 (4), which stipulates: "The language policy should not result in any form of discrimination".

4.2.1.8.3. Statement on language rights at Kaalfontein Senior Secondary School

Section 5 of Kaalfontein Senior Secondary School's language policy states: "The right to choose the language of learning and teaching is vested in the individual". In contrast, section 9 states: "Any statement of discrimination on the basis of language ability or disability may not be included in a language policy".

4.2.1.8.4. Statement on language rights at Maphutha Senior Secondary School

Section 1(8) of Maphutha Senior Secondary School's language policy states: "Our school shall offer Xitsonga, Sepedi, isiZulu, isiXhosa and all other official languages shall be used during non-teaching and learning situations".

4.2.1.8.5. Statement on language rights at Ponelopele Senior Secondary School

Section 9 (2) of Ponelopele Senior Secondary School's language policy states: "Any form of code switching shall be in the approved language, and shall not be used in a manner which could disadvantage a learner in any way during assessment".

4.2.1.8.6. Statement on language rights at Tsosoloso Senior Secondary School

Section 5 (3) of Tsosoloso Senior Secondary School's language policy states: "This policy will promote and develop all official languages". It continues in section 6 (4) which states: "While learners may communicate in their language of choice outside the classroom, they are encouraged to use and socialise in English to enhance their English skills".

4.2.1.8.7. Statement on language rights at Tswelopele Senior Secondary School

Section 5 of Tswelopele Senior Secondary School's language policy states: "School's Language Policy will protect and advance our diverse cultures and languages and uphold the rights of all learners, parents and educators, and promote their acceptance of responsibility in facilitating the underlying principles which are the maintaining of the home languages". Section 11(1) of the same policy continues: "Both the home language and language of learning and teaching are important".

4.2.1.9 Statement in relation to government language legislation

SGB members must consider the appropriate legal language documents when drawing up their school language policies, and this applies to the abovementioned schools, where more than one language is used. The SASA 84 of 1996 is a national legislation providing a language legislative framework for the administration, management and governance of public schools. The Language in Education Policy makes provision for learners' language choice and their rights, including their right with regard to the language of instruction adopted by the school for use in teaching and learning (LOLT). This is also involves the Norms and Standards in compliance with the constitution. The Constitution of South Africa is the supreme law together with the Bill of Rights in which the rights of people in language issues are stipulated. The national pro-forma, which is a guideline for the development of all important school policies, is outlined below:

4.2.1.9.1. Statement in relation to government language legislation policies at Eqinisweni Senior Secondary School

This sub-section focuses on the statement in relation to the Constitution and government policies observed in Eqinisweni Senior Secondary School's language policy. Section 1 (7) of the school's language policy states: "This policy was drawn up in accordance with the following legislative framework: Constitution of RSA, SASA 84/96 as Amended: NEPA Act 27/ 96, Relevant Gazette, Government Manuals, Gauteng School Education Act {act 6/95} 6/95 and relevant Circulars".

4.2.1.9.2. Statement in relation to government language legislation policies at Ivory Park Senior Secondary School

Section 3 of Ivory Park Senior Secondary School's language policy states: "This language policy is informed by government language legislation in the Constitution of the Republic of South Africa, SASA 1996 (Act No 84 of 1996), Language in Education Policy in terms of Section 3 (4) of the National Education Policy Act, 1996 (Act no 27 of 1996): all subscribing to the principle of multilingualism".

4.2.1.9.3. Statement in relation to government language legislation at Kaalfontein Senior Secondary School

Section 9 of Kaalfontein Senior Secondary School's language policy states: "The legislative framework is the Constitution of South Africa, SASA 1996 (Act No 84 of 1996), National

Education Policy Act, 1996 (Act no 27 of 1996), and Gauteng School Education Act, 1995 (Act NO 6 of 1995, as amended)”.

4.2.1.9.4. Statement in relation to government language legislation at Maphutha Senior Secondary School

Section 1(2) of Maphutha Senior Secondary School’s language policy states: “The language policy at our school is informed by the Constitution of South Africa, SASA 1996 (Act No 84 of 1996), Language in Education Policy in terms of Section 3 (4) of the National Education Policy Act, 1996 (Act no 27 of 1996)”. Section 4 of the same policy continues: “The language policy is developed within the framework of the following legislation: the Constitution of the Republic of South Africa, the Bill of Rights, SASA 84 of 1996”.

4.2.1.9.5. Statement in relation to government language legislation at Ponelepele Senior Secondary School

Section 6 of Ponelepele Senior Secondary School’s language policy states: “this policy is informed by the Constitution of the Republic of South Africa, the SASA,; the Language in Education Policy and the National Education Policy: all subscribing to the principle of multilingualism”.

4.2.1.9.6 Statement in relation to government language legislation at Tsosoloso Senior Secondary School

Section 3 of Tsosoloso Senior Secondary School’s language policy states: “The language policy is informed by the Constitution of South Africa, SASA, the Language in Education Policy and the national education policy, all subscribing to the principle of multilingualism”.

4.2.1.9.7. Statement in relation to government language legislation at Tswelopele Senior Secondary School

Section 9 (1) of Tswelopele Senior Secondary School’s language policy states: “Legislative framework such as the Constitution of South Africa, (Act No.108 of 1996 as mended), SASA (Act No. 84 of 1996 as amended), National Education Act, 1995 (Act No.6 of 1995) as amended) and Gauteng School Education Act, 1995 (Act No 6 of 1995) (as amended) were considered when drawing up this school language policy”.

4.2.1.10 Statement on school's timetable

As far as the value of language when compared to other subjects in the school was concerned, it was observed that Eqinisweni, Maphutha, Tswelopele and Kaalfontein Senior Secondary Schools' language policies did not have any statements that related to the timetable. Statements on timetabling were observed at Tsosoloso, Ponelopele and Ivory Park Senior Secondary Schools and are outlined below:

4.2.1.10.1. Statement on timetabling at Ivory Park Senior Secondary School

This subsection focuses on the statement on timetabling observed in Ivory Park Senior Secondary School's language policy. Section 7 (1) of the language policy states: "Timetabling will not favour one language at the expense of other languages".

4.2.1.10.2. Statement on timetabling at Ponelopele Senior Secondary School

Section 9 (3) of Ponelopele Senior Secondary School's language policy states: "All languages offered as approved languages will be subject to equal treatment in terms of time allocation and resources".

4.2.1.10.3 Statement on timetabling at Tsosoloso Senior Secondary School

Section 7 (1) of Tsosoloso Senior Secondary School's language policy states: "All languages taught as learning areas or subjects should receive equitable time and resource allocation".

4.2.1.11 The presence of the school language policy team

Of the six schools, only four indicated the team responsible for developing the school language policy and its responsibilities. This indicates that those schools had developed a language committee. Kaalfontein, Maphutha, Ivory Park and Tswelopele Senior Secondary Schools' had no evidence of their being policy developers. Observations of the presence of a school language policy team is discussed in sub-sections 4.2.9.1 to 4.2.9.7 below:

4.2.1.11.1. Statement on presence of a school language policy team at Equisweni Senior Secondary School

This subsection focuses on the statement of the presence of a school language policy team in Equisweni Senior Secondary School's language policy. Section 6 of the policy states: "The committee will consist of the following: Deputy Principal – curriculum, Head of Department (languages), two educators and parents".

4.2.1.11.2. Statement on presence of a school language policy committee at Ivory Park Senior Secondary School

There was no evidence of a school language committee in the school's language policy although a team did participate in the project.

4.2.1.11.3. Statement on presence of a school language policy committee at Kaalfontein Senior Secondary School

There was no evidence of school language committee in the school's language policy although a team did participate in the project.

4.2.1.11.4. Statement on presence of a school language policy committee at Maphutha Senior Secondary School

There was no evidence of school language committee in the school's language policy although a team did participate in the project.

4.2.1.11.5. Statement on presence of a school language policy committee at Ponelopele Senior Secondary School

Section 7 of Ponelopele Senior Secondary School's language policy states: "The language committee shall be constituted in respect of language HOD, educators, SGB representatives and administration staff".

4.2.1.11.6. Statement on presence of a school language policy committee at Tsosoloso Senior Secondary School

Section 6 (4) of Tsosoloso Senior Secondary School's language policy. states: "The people responsible for School Language Policy development at the school are governing body members, School Management Team (SMT), educators, and learners".

4.2.1.11.7. Statement on presence of a school language policy committee at Tswelopele Senior Secondary School

There was no mention of a school language committee in the school's language policy although a team did participate in the project.

4.2.1.12 Example of internal written communication

This section focuses on examples from the seven senior secondary schools' language policy implementation, based on the way they use their language policies. This observation was done to investigate the manner in which communication occurred between the District Director and the school management team. This also involves the staff members, SGB members and the management of the schools. The communication is outlined below:

4.2.1.12.1. Example of written communication at Eqinisweni Senior Secondary School

Minutes of school management team meeting held on 10 January 2014

Time: 09h30. Please see the formal communication in Appendix A.

AGENDA	DISCUSSIONS AND DECISIONS	ACTION BY
1.Opening & Welcor	The chairperson, Mrs Matjila, welcomed members present and Mrs Hlungwani opened the meeting with a prayer.	Mrs Matjila and Hlungwani
2. Attendance Register and apologies	No apologies tendered	
3. Adoption of agenda	Mr Malatji moved for the adoption of the agenda and was seconded by Mambutla	
New Business	Principal thanked members for attending the	Mr Kunene

	meeting. He reminded them about the district's target for each school in Ivory Park.	
--	--	--

4.2.1.12.2. Example of written communication at Ivory Park Senior Secondary School

Example of written communication between SGB members at Ivory Park Senior Secondary School. . Please see the formal communication in Appendix A.

Dear SGB members

You are cordially invited to SGB meeting scheduled as detailed below:

Date: 21 June 2014

Venue: Ivory Park Senior Secondary School

Time: 10h00.

4.2.1.12.3. Example of written communication at Kaalfontein Senior Secondary School

Example of written communication between staff members of the School Management Team at Kaalfontein Senior Secondary School as follows. Please see the formal communication in Appendix A.

Date: 15 September 2014

To: School Management Team member

Message: Let's have our School Management Team urgent meeting

Venue: Principal's office

Date: 16 September 2014

Time: 12h30

4.2.1.12.4. Example of written communication at Maphutha Senior Secondary School

Example of written communication during staff meeting at Maphutha Senior Secondary School on the 08 September 2011. Please see the formal communication in Appendix A.

Minutes of the meeting

Date: 08/09/2011

Time: 1:30

Venue: Main staffroom

Agenda

Opening and welcome

Apologies

3.1 Circulars

A.O.B

4.Closure

4.2.1.12.5. Example of written communication at Ponelopele Senior Secondary School

Example of written memorandum to all educators at Ponelopele Senior Secondary School as follows.: Please see the formal communication in Appendix A.

Memorandum

To: All educators

From: Tau A.M.

CC: Leso N.M (Principal)

Subject Grade 10 &11 examination paper 3

Please be informed that Grade 10 & 11 will be writing Home Language Paper 3 tomorrow. Arrangements have to be made to ensure the smooth running thereof.

In the light of this, the School Assessment Team resolved that all Grade 10 learners would write in the school hall. (Details will follow in the closing brief today.)

4.2.1.12.6. Example of written communication at Tsosoloso Senior Secondary School

Example of written communication between the Gauteng Department of Education official and the School Management Team at Tsosoloso Senior Secondary School as follows.

Please see the formal communication in Appendix A.

Mr Michael Mathuse from Gauteng Department of Education (Head Office) visited the school today for the BMT term 1 2014 School Readiness visit and interacted with the school principal.

4.2.1.12.7. Example of written communication at Tswelopele Senior Secondary School

Example of written communication in the Department of Science, Maths and Technology at Tswelopele Senior Secondary School as follows. Please see the formal communication in Appendix A.

Maths, Science and Technology

The meeting is postponed to Monday 14 May 2014 due to the urgent meeting we have now.

4.2.2 Results on the survey

The researcher prepared a questionnaire (Appendix A), comprising eight questions to be answered by the respondents. All questions were directed at school language policy developers and implementers in the seven selected Ivory Park senior secondary schools and cited examples from Xitsonga as one of the 11 official languages. The responses are presented in sub-sections 4.2.2.1 to 4.2.2.11 below.

4.2.2.1 Number of senior secondary schools that responded in the study

This sub-section addressed question (a) of the questionnaire. It indicates the number of schools that responded to the research project. (see Table 1 below).

Table: 1. Number of senior secondary schools that responded

Number of schools responded	07
Number of schools that did not respond	01

4.2.2.2 Number of respondents per school

This sub-section answered question (b). It indicates the number of respondents per school who responded to the research project (see table 2 below).

Table: 2. Number of respondents per school

School	Number of respondents
EQIN	04
IVOR	04
KAAL	04
MAPH	04
PONEL	04
TSOS	04
TSWEL	04

4.2.2.3 Respondents' experience as committee members

This sub-section addresses question (c) in the questionnaire. Respondents were required to indicate their years of experience as members of the School Language Committee by ticking the relevant number of years(see Table 3 below).

Table: 3. Respondent's experience as committee members

Less than five years	13
Between five and 10 years	07
Between 11 and 15 years	03
More than 20 years	05

4.2.2.4 Respondents' home language

This sub-section addresses question (d) on the questionnaire. This question helped identify how many languages the committee members represented and which languages were used in the seven schools (see Table 4 below).

Table: 4. Respondent's home language

Afrikaans	0
English	0
Sepedi	04
Sesotho	0
Setswana	0
isiNdebele	0
isiZulu	11
isiXhosa	02
Tshivenda	01
Xitsonga	10

4.2.2.5 Respondents' knowledge of the presence of School Language Policy Committee

This sub-section addresses question (e) in the questionnaire. It focuses on the presence of the School Language Policy Committee in the school (see Table 5 below).

Table 5: Respondent's knowledge of the signing of school language policy

I know	21
I don't know	07

4.2.2.6 Language chosen by policy committee members for communication in the school

This sub-section addresses question (f) in the questionnaire. Individual respondents were asked to indicate the language they preferred teaching in and the language that they taught in at the school (see Table 6 below).

Table 6: Language preferences for communication in the school

All 11 official languages	19
Only English	07
All home languages	0
Two languages	0
Three languages	0
Four languages	0
Five languages	0
I don't know	02

4.2.2.7 Knowledge of school language policy review by language policy team members

This sub-section addresses question (g) in the questionnaire. The question required respondents to indicate how often the committee reviewed their school's language policy (see Table 7 below).

Table: 7 School Language Policy Review

Each year	10
Every two years	04
Every three years	10
After than three years	0
I don't know	04

4.2.2.8 Knowledge of external factors influencing the formulation of school language policy

This sub-section addresses question (h) of the questionnaire. Respondents were required to tick if they knew of internal factors that influenced the formulation of the school's language policy. (see Table 8 below).

Table 8: External factors influencing the formulation of your school's language policy

Political	06
Economic	03
Socio-cultural	03
Technological	03
Legal	0
All of the above	06
I don't know	07

4.2.2.9 Respondent's knowledge of the signing of the school's language policy by district director

I know	14
I don't know	14

4.2.2.10. Knowledge of availability of language resources

This sub-section covers observations of school language policies of the seven senior secondary schools (see Appendix A). The researcher investigated whether respondents knew whether their schools had any language resources (see Table 10 below).

Table 10: Knowledge of availability of language resources

Available	02
Not available	21
I don't know	05

4.2.2.11 Knowledge of guidance for language policy development provided by SASA and LIEP

This sub-section refers to observations of these schools' language policies (see Appendix A). The researcher wished to determine whether respondents were aware of the information in the national language policy documents indicated above when they worked on language policy formulation and implementation at their schools (see Table 11 below).

Table 11: Knowledge of guidance for language policy development provided by SASA and LIEP

I know	08
I don't know	20

4.3 Conclusion

This chapter provided the data obtained from the observations and the questionnaire. It covered statements referring to language policy development and implementation in seven senior secondary schools in Ivory Park. Respondents' comments on multilingualism and policy objectives were included. More importantly, language policy use in the seven schools was outlined. The use of government's language policy document was also discussed. The data collection methods were explained. The analysis and interpretation of the findings from the observation and the survey are presented in the next chapter.

Chapter 5

Data analysis, interpretation and findings

5.1 Introduction

The analysis of data is presented in section 5.2, while the interpretation of these results is discussed in section 5.3. Findings are discussed in section 5.4. The last section provides a summary of the chapter.

5.2 Data analysis

5.2.1 Analysis of data from observation

The analysis of the data from the observation is provided in this section. This analysis focuses on 12 issues and is discussed in sub-sections 5.2.1.1 up to 5.2.12.

5.2.1.1 Analysis of the availability of schools' language policies

It was discovered that all seven senior secondary schools had individual school language policies. This indicates that although there were differences in these policies, they did at least exist.

5.2.1.2 Analysis of the aims of the schools' language policies

It emerged that all the schools' language policies contained a statement on multilingualism as the aim of their school language policy. This implied that Xitsonga had also been considered when the school language committee members were formulating their school language policies. Eqinisweni Senior Secondary School and Ivory Park Senior Secondary School included the aims and objectives of their school language policies in the same section whereas the remaining five schools had placed them in separate sections.

5.2.1.3 Analysis of Signing of schools' language policies by principals and SGB chairpersons

Although school language policy formulators were aware that their policies should be signed by both the principal and the SGB chairperson, some of the policies had not been signed internally.

5.2.1.4 Multilingual statements in school policies

All seven Ivory Park schools' language policies included a statement on multilingualism. All schools offered more than one language and promoted multilingualism.

5.2.1.5 Analysis of the objectives of school language policies

The objectives of the seven senior secondary schools' language policies differed as far as Xitsonga was concerned. The objectives of Eqinisweni and Tswelopele Secondary Schools were to promote and to respect all official languages whereas Ivory Park Secondary School aimed to facilitate communication across barriers of learning, to protect and advance all learners' diverse cultures and languages and to uphold their right, parents' rights, and educator's rights. The objectives of Kaalfontein, Maphutha, Ponelopele and Tsosoloso Secondary Schools were to promote learning and the acquisition of knowledge, skills and qualifications that would help learners to be competent citizens after the completion of their studies.

5.2.1.6 Analysis of statement on language preference for teaching and learning in the seven school policies

It was discovered that of the seven schools' language policies, Eqinisweni, Ivory Park, Ponelopele and Tsosoloso preferred English as LoLT, whereas Kaalfontein and Maphutha chose to use both English and their indigenous home languages for this purpose, one of which was Xitsonga. However, Tswelopele Senior Secondary School indicated that all languages would be used for teaching and learning.

5.2.1.7 Analysis of statement on language used by committee when drawing up school language policy

It was found that English was the only language used in this instance.

5.2.1.8 Analysis of statement on language rights in school language policies

When analysing statements on language rights in these seven school language policies, it was found that Eqiniseni, Ivory Park, Ponelepele and Tsosoloso, Secondary Schools recognised the value of language rights and that no language should be discriminated against; both English and indigenous languages were to be used. They allowed the use of code-switching from one language to another. Maphutha, Kaalfontein and Tswelopele Senior Secondary Schools valued all languages equally, whether they were languages of teaching and learning or languages as subjects.

5.2.1.9 Statement in relation to legislation and government school language policies

Legal language documents used by school language policy formulators at the seven schools were analysed. It was found that Eqiniseni Senior Secondary School used five government language documents, Ivory Park, Ponelepele Kaalfontein, Maphutha and Ponelepele used four and Tswelopele, three. The use of only some of the legal documents that were necessary to the process and provided important information on the process of school language policy formulation may have had a negative impact on the formulation of these schools' language policies.

5.2.1.10 Analysis of the statement on school's timetable in the seven policies

The statements on the school's timetable in the seven school language policies were analysed. It was discovered that Maphutha, Ponelepele and Tswelopele Senior Secondary Schools did not mention the number of periods allocated to the teaching of languages at their schools compared to other subjects. On the other hand, Eqiniseni, Ivory Park, Ponelepele and Kaalfontein Senior Secondary Schools indicated that all subjects offered in their schools were allocated equal teaching time.

5.2.1.11 The team

The statement on the presence of school language policy formulators in the seven senior secondary schools' language policies was analysed. It was discovered that of the seven schools, only Eqiniseni, Ponelepele and Tswelopele Senior Secondary Schools had knowledge of an existing committee responsible for formulating and implementing the school's language policy. In each case, this committee comprised the principal, one educator, one HOD and one parent, an SGB member, who worked as a team. Maphutha Senior Secondary School indicated that it had a

team of SGB members without indicating their designations in the school. The policy indicated only that the SMT, educators and learners would work as a team to formulate and implement their school language policy. Kaalfontein Senior Secondary School had one SGB representative, one language HOD and an administrator as members of the team. Ivory Park and Tsosoloso Senior Secondary Schools Language Policies did not indicate the team members or their responsibilities in drawing up their school's language policy.

5.2.1.12 Analysis of internal written communication in the seven senior secondary schools

Analysis of the statement on the implementation of internal written communication in the seven schools was observed through a study of their communication books. Although these schools offered more than one official language, including Xitsonga, it emerged that all written communication at all schools was in English.

5.2.2 Data analysis of the survey

This section discusses the analysis and interpretation of the questionnaire. The analysis focuses on 11 issues to which formulators responded to. Analysis and interpretation follows in subsections 5.2.2.1 up to 5.2.2.11 below:

5.2.2.1 Number of senior secondary schools that participated in the study

Figure 1: Analysis of senior secondary schools' responses

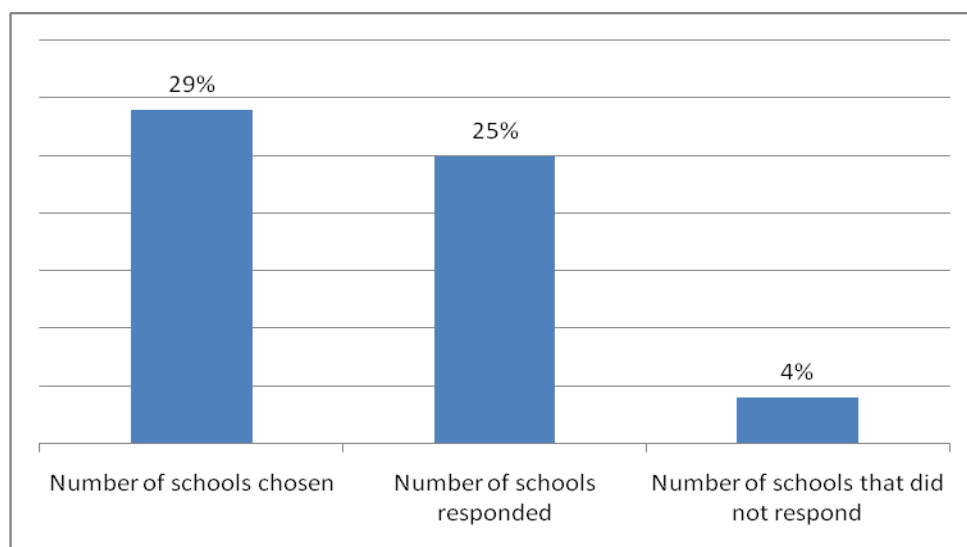


Figure 1 illustrates the number of senior secondary schools that were chosen to participate in the study. The study included Xitsonga as one of the languages offered at all seven schools.

5.2.2.2 Analysis of number of respondents per school

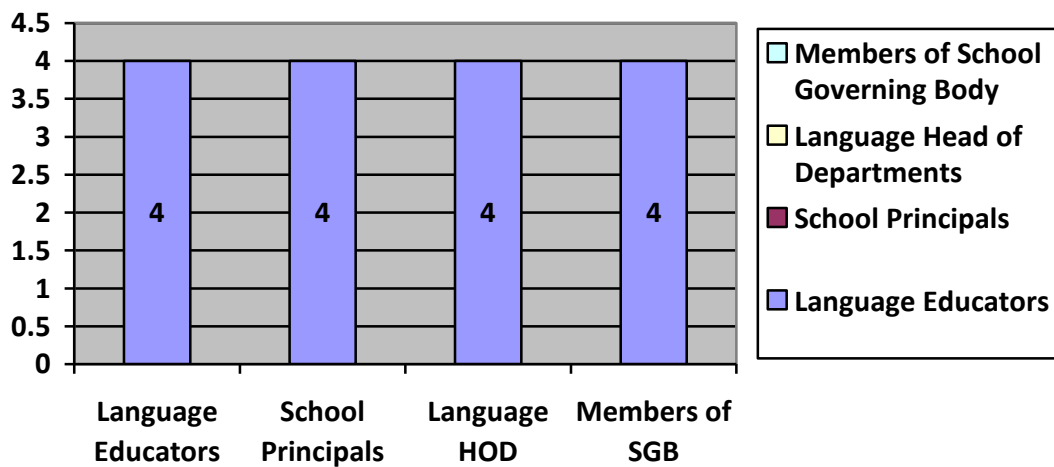


Figure 2 reflects the number of respondents in each senior secondary schools. The respondents comprised one principal, one SGB member, one Head of Language Department and one Language Educator from each school. A language HOD is the manager of all official languages including Xitsonga.

5.2.2.3 Analysis of respondents' years of experience on the school language committee

Figure 3: Respondents' years of experience on the committee

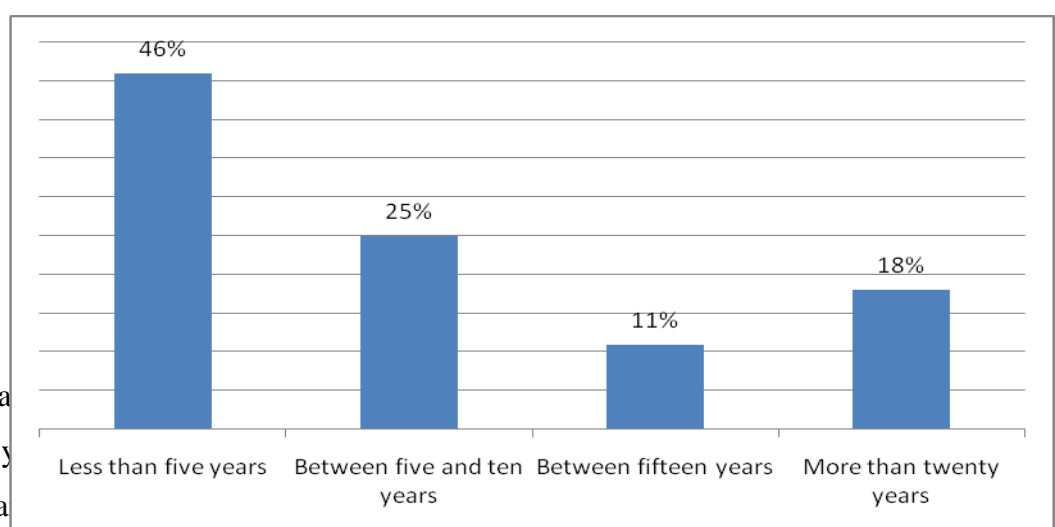


Figure 3 indicates the years of experience of respondents on the school language policy committee. 46% of respondents had fewer than five years of experience, 25% had between five and ten years of experience, 11% had up to 15 years' experience and 18% had more than 20 years' experience. No member had 15 years' experience. Some members were Xitsonga language speakers.

experience, 11% had up to 15 years' experience and 18% had more than 20 years' experience. No member had 15 years' experience. Some members were Xitsonga language speakers.

5.2.2.4 Analysis of respondents' home language

Figure 4: Respondents' home language

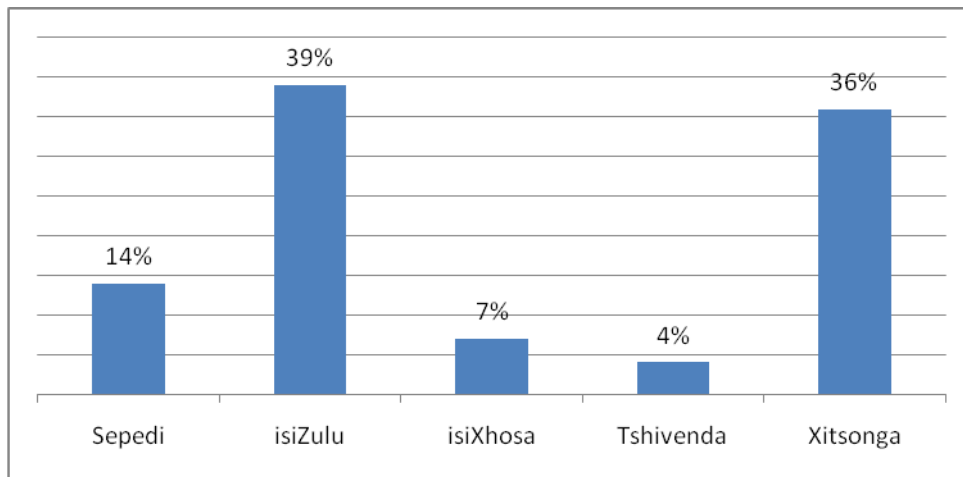


Figure 4 reflects respondents' home language. It indicates that out of 28 respondents, 14% spoke Sepedi, 39% spoke isiZulu, 7% were isiXhosa speakers, 4% spoke Tshivenda, and 36% were Xitsonga speakers.

5.2.2.5 Analysis of respondents' knowledge of existence of school language policy

Figure 5: Respondents' knowledge of existence of school language policy

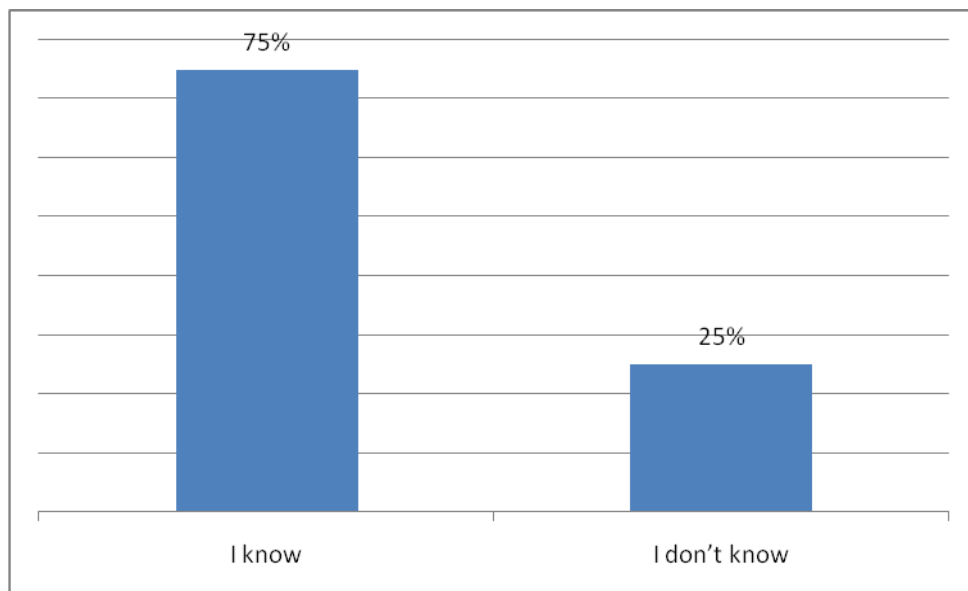


Figure 5 outlines the respondents' knowledge of the existence of a school language policy at the school. Of the 28 participants, 75% were aware of the existence of a policy.

5.2.2.6 Analysis of language of communication preference of respondents

Figure 6: Language of communication preference of respondents

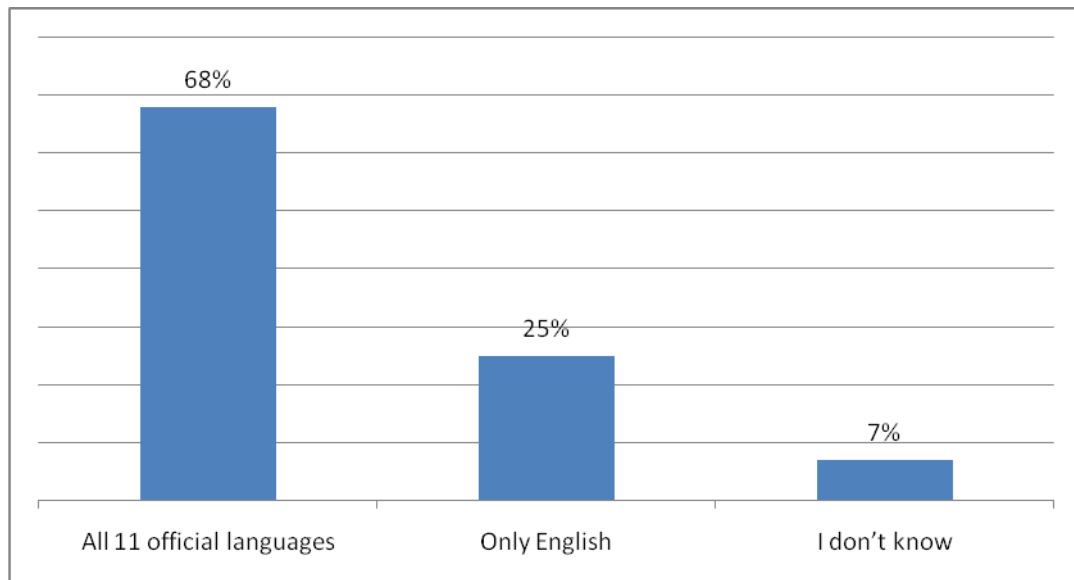


Figure 6 reflects respondents' choice of language for communication at their particular school. It emerged that 68% of respondents chose to use all 11 official languages including Xitsonga, for communication at school. In contrast, 25% members preferred the use of English only, while 7% do not know which language(s) to choose for communication at their school.

5.2.2.7 Analysis of respondents' knowledge of school language policy review

Figure 7: Respondents' knowledge of school language policy review

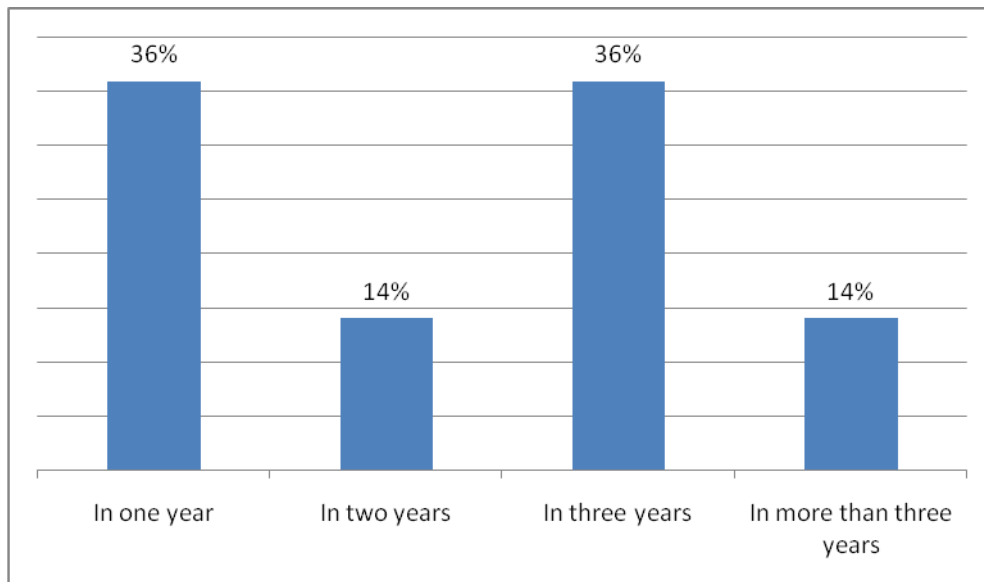


Figure 7 reflects respondents' knowledge of the frequency with which their school language policy was reviewed. Of the 28 respondents, 36% knew that the school language policy should be reviewed every year, 14% believed it was to be reviewed every second year, 36% thought that the school language policy was reviewed every three years. Finally, 14% of respondents believed that that school's language policy only needed to be reviewed after a period of three years.

5.2.2.8 Analysis of respondent's knowledge of external factors influencing the formulation of school language policy

Figure 8: Respondents' knowledge of external factors influencing the formulation of school language policy

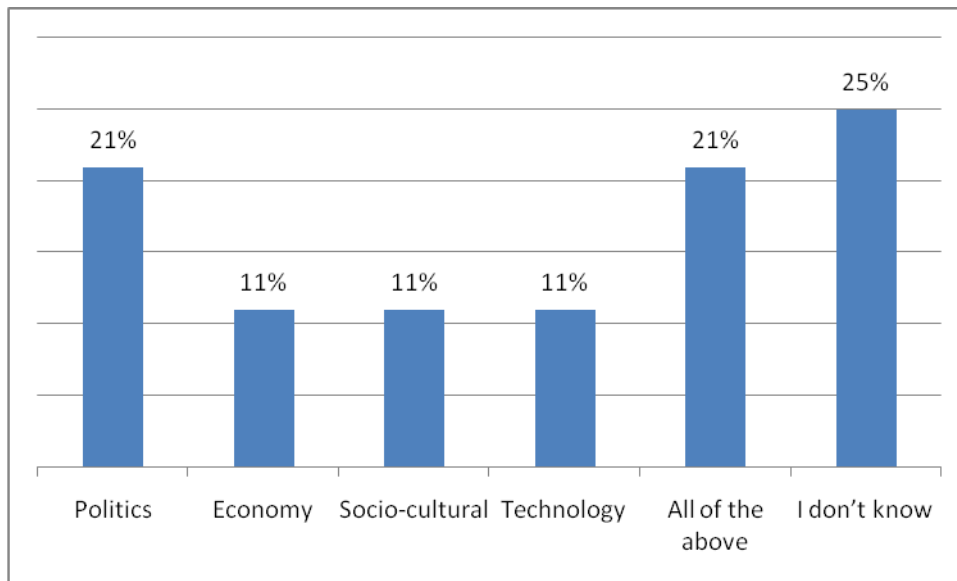


Figure 8 illustrates respondents', some of whom were Xitsonga speakers, knowledge of external factors that might have influenced the formulation of school language policy. It indicates that out of 28 respondents, 21% believed that the policy had been influenced by political factors. Eleven percent were of the opinion that the policy had been influenced by economic factors, another 11% believed that socio-cultural factors had influenced the development of the policy, and 11% believed that technological factors had influenced language policy development. A fifth (21%) felt that all these external factors had had an influence on the development of their school language policy. In contrast, 25% did not know of any factors that had influenced the development of their school language policy.

5.2.2.9 Analysis of respondents' knowledge of the signing off of the school language policy by the district director

Figure 9: Respondents' knowledge of the signing off of the school language policy by the district director

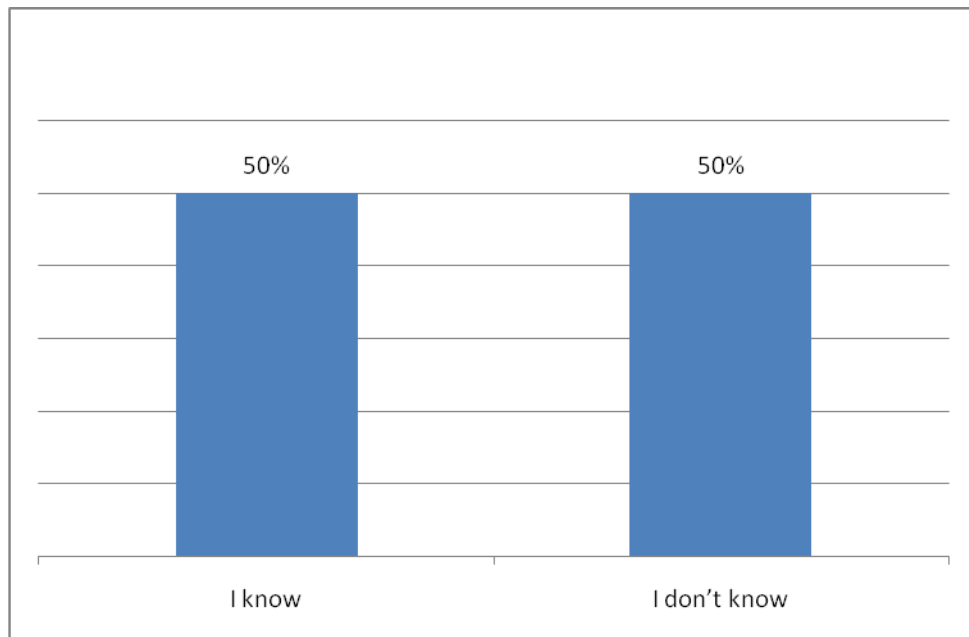


Figure 9 reflects the respondents' knowledge of the signing off of the school language policy by the district director. The graph indicates that half (50%) of the respondents knew that the school language policy was required to be signed by the district director while 50% were unaware that this was necessary.

5.2.2.10 Analysis of respondents' awareness of the availability of language resources in the school

Figure 10 Respondents' awareness of the availability of language resources in the school

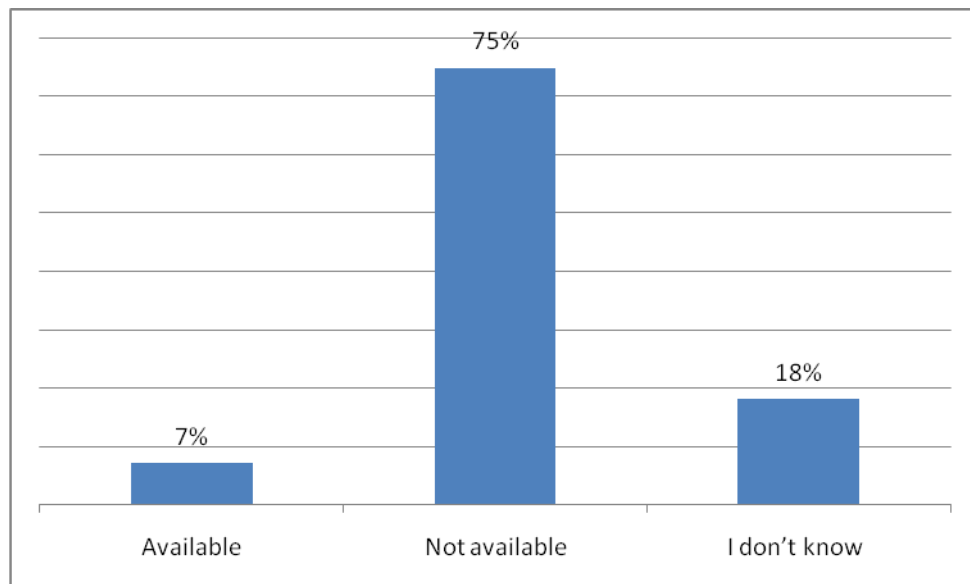


Figure 10 indicates respondents' awareness of the availability of language resources in their school. Xitsonga was one of the languages concerned. Figure 10 reflects respondents' knowledge of language books available at the school: only 7% of respondents were aware that there were language resources available at their schools. The overwhelming majority of 75% of respondents indicated that there were no language resources available at their schools, while 18 % did not know whether there were any language resources at their schools or not.

5.2.2.11 Analysis of respondents' knowledge of steps for language policy development provided by SASA and LIEP

Figure 11: Respondents' knowledge of steps for language policy development provided by SASA and LIEP

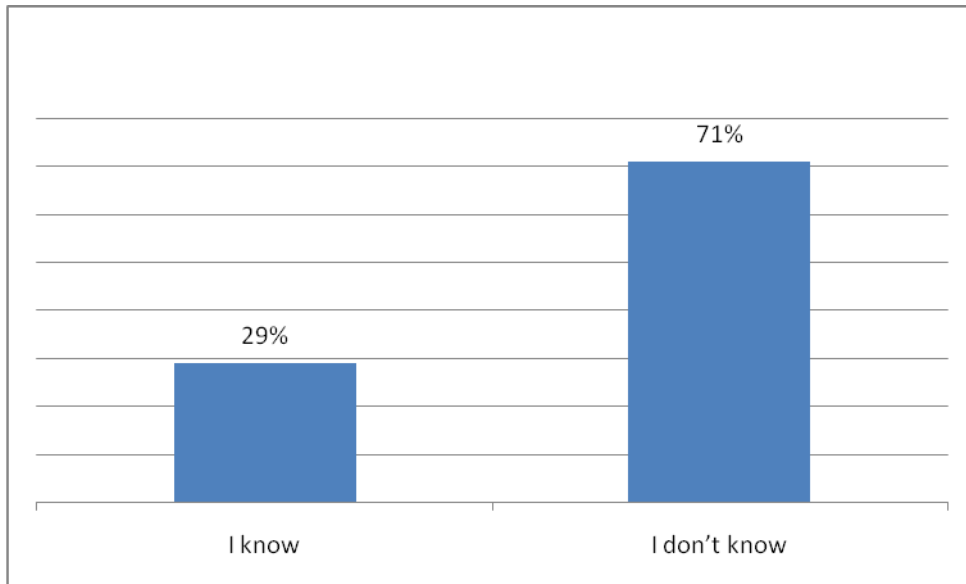


Figure 11 indicates respondents' knowledge of steps stipulated in the SASA and LIEP documents for the development of a language policy. Twenty-nine percent of respondents knew that steps for language policy development had been provided by SASA and LIEP documents whereas 71% did not know about these steps.

5.2.2.12 Analysis of evidence of internal written communication

Figure 12 Evidence of internal written communication

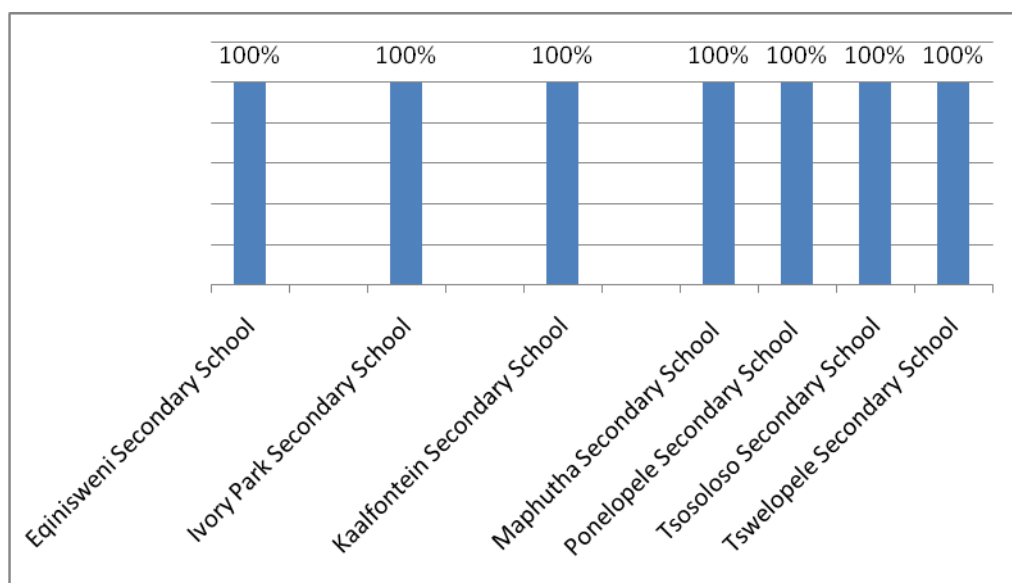


Figure 12 indicates that there was evidence of internal written communication at all seven senior secondary schools. This communication was all in English at all schools, even though these respondents spoke different languages. No communication was written in any other language than English.

5.3 Data Interpretation

5.3.1 Data Interpretation of observation

The interpretation of observation data is discussed in this section. The analysis focuses on 12 issues that will be discussed in sub-sections 5.3.1.1 to 5.3.12.

5.3.1.1 Interpretation of the availability of school language policies

All schools that availed themselves for this project submitted their policies to the researcher for observation.

5.3.1.2 Interpretation of the aims of school language policies

All the seven senior secondary schools' language policies promoted multilingual policies rather than bilingual language policies. Some had included objectives and aims of their language policies in the same section while others placed them in separate sections.

5.3.1.3 Signing of school language policy by principal and SGB's chairperson.

It seems respondents from the seven senior secondary schools differed in their knowledge of whether or not the school principal and the SGB was required to sign their school language policy.

5.3.1.4 Multilingual statement in policies of seven senior secondary schools

All these schools' language policy formulators valued all languages as their school language policies included statements on multilingualism.

5.3.1.5 Analysis of objectives of language policies of seven schools

The difference in objectives of these Ivory Park schools' language policies indicates that a clearer understanding of the value of objectives in the policies they are expected to formulate is required.

5.3.1.6 Analysis of statement on language preference for teaching and learning in seven schools' language policies

The difference in language preference in the Ivory Park senior school language policies indicates that all languages are important and should be used for teaching and learning; therefore, each school should be allowed to use the language of their choice.

5.3.1.7 Analysis of statement on language used by school language policy formulators when drawing up their language policy

Even though some of the schools offered three or more indigenous languages, all the policies were written in English and the indigenous official languages were not considered by school language policy formulators.

5.3.1.8 Analysis of statement on language rights in seven school language policies

Some school language policy formulators were not aware that they needed to consider language rights when formulating their school language policies.

5.3.1.9 Statement in relation to legislation and government school language policies

Some schools' language policy formulators used very little information on the features to be considered when drawing their language policy, whereas the schools that made more use of these documents included the correct information in their policies.

5.3.1.10 Analysis of the statement on school's timetable in the seven senior secondary schools' policies

Analysis of the statements on schools' timetables indicated that school language policy formulators need to value languages offered by the school by allocating them the same number of periods of teaching and learning as all are equally important.

5.3.1.11 The team

Senior secondary schools language policy committees require training from the government, to assist them in appointing the correct number of individuals to work on the process. Some teams indicated that they worked with administrators and learners whereas others did not. This training should include the positions of various team members as there were different members at different levels appointed to the different policies at the schools.

5.3.1.12 interpretation of internal written communication at the seven senior secondary schools

Interpretation of internal and external communication these seven senior secondary schools in Ivory Park revealed that all the written communication at all the schools was in English.

5.3.2 Analysis of survey data

This section outlines the interpretation of the survey data. The interpretation focuses on 12 responses to the questionnaire by policy formulators. Analysis and interpretation on survey is provided in sub-sections 5.3.2.1 to 5.3.2.11 below:

5.3.2.1 Number of senior secondary school selected to take part in the study

Of the eight schools that were selected to take part in this research project, seven of them agreed and one refused.

5.3.2.2 Analysis of number of respondents per school who responded to the questionnaire

Four participants from each school responded, a total of 28 participants, contributed to the results and findings of this research project.

5.3.2.3 Analysis of respondents' experience of being part of a school language committee

Although the school language policy representatives differed in years of experience as school language policy formulators, they all managed to provide information on their school.

5.2.2.4 Interpretation of respondents' home language

All languages used in the various schools had representatives among the school language policy formulators and implementers at each school. Those who were speakers of isiZulu made up the majority of participants, followed by Xitsonga speakers. Speakers of Tshivenda were in the minority.

5.3.2.5 Analysis of respondents' knowledge of the existence of a school language policy

Some members were aware that their school had a language policy while others were not.

5.3.2.6 Analysis of language chosen by each respondent for communication at school

All participants believed that it was better to use English when they communicated; other languages were ignored.

5.3.2.7 Analysis of respondents' knowledge of school language policy review

Some participants were aware that their school language policy required a reviewed every three years, whereas some were not.

5.3.2.8 Analysis of respondent's knowledge of external factors influencing the formulation of school language policy

The findings indicated that some respondents believed that there were external factors that they should consider when formulating their school language policies as these could have a positive or negative influence on their school language policies whereas some are not.

5.3.2.9 Analysis of respondent's knowledge of the signing of school language policy by the district director

School language policy developers did not have enough language policy documents to use or they were not trained to use them when drawing up their school language policies.

5.3.2.10 Analysis of respondents knowledge of the availability of language resources in the school

Some participants were aware of language policy resources at their school while others were not.

5.3.2.11 Analysis of respondents' knowledge of steps in language policy development provided by SASA and LIEP

Teams from these schools appeared to need training in the use of all language documents required in the drawing up of the school language policy.

5.4 Findings

The findings with regard to the research objectives are discussed in sub-sections 5.4.1 to 5.4.3. Section 5.5 provides a summary of the chapter.

5.4.1 Findings on school language policy formulation and implementation of observation and survey in seven senior secondary schools of Ivory Park

The findings of the observation and survey indicated that all respondents from these schools worked as a team. All school language policy representatives represented their schools by fulfilling their responsibilities and participating in the study. A second finding was that all languages offered by these schools were valued by school language policy representatives as they considered them when formulating their policies, especially when it came to deciding on a language for teaching and learning, although communication with district officials was conducted in English.

The study found that the manners in which language rights are implemented, show that they are influenced by external factors. More importantly, no discrimination of any language was tolerated and schools' language policies are drawn up in such a way that they ensured that all languages offered in the schools, including Xitsonga, were used and treated equally.

However, the frequency of school language policy reviews and the availability of language policies indicated that school language policymakers' knowledge differed, making it difficult to keep these policies relevant in the present situation of the school in relation to language policy matters.

5.4.2 Government initiatives to promote Xitsonga and other African languages

The exploration of government initiatives to promote Xitsonga and other African languages was achieved through an analysis of the use of legal language policy documents that school policymakers were obliged to use when drafting their language policy. Some schools used more documents than others. This suggested that a few of the schools had a proper understanding of the use of the documents. The limited number of documents used in this analysis failed to encapsulate all the relevant facts needed for drafting a school language policy. This was the reason some senior secondary school language policies were not signed off internally by policy formulators before they were submitted to the district, and why some were not submitted to the district for the director's approval.

5.4.3 Facilitation of Xitsonga's progress and the implementation of school language policies

It was found that there was no task team from the Department of Basic Education to facilitate the process of formulation of senior secondary schools' language policies or their

implementation. It was clear that each school operated differently, and there were no common practices on school language policy development and implementation. There was also a difference in the time allocated to language subjects in the seven schools, and some school timetables do not allocate equal time for the teaching of all languages.

Through the evaluation of the seven senior secondary schools' policy development, it was established that some members were more experienced than others. This suggested a lack of knowledge in what was expected when a team drafted a school language policy, with the result that each team in a school worked independently.

5.5 Conclusion

This chapter presented the findings resulting from the analysis of the observation and questionnaire data. It covered statements on language policy formulation and implementation in the seven senior secondary schools of Ivory Park, government initiatives to promote Xitsonga and other African languages and how to facilitate school language policies in schools where English and indigenous languages were offered. It discussed the manner in which policies were implemented internally and externally by school language policy formulators, implementers, SGBs and parents.

CHAPTER 6

RECOMMENDATIONS AND GENERAL CONCLUSION

6.1 Introduction

The purpose of this chapter is to provide a general summary of the entire study. Section 6.1 forms the introduction. This is followed by the recommendations that are presented in section 6.2 according to the objectives of the study.

6.2 Recommendations

The findings of this study, comprising observation and a survey of school language policy formulation and implementation suggested that, despite the efforts of school language formulators and implementers, they were not fulfilling their responsibilities satisfactorily. Therefore, the researcher recommends that the government, that is, the Department of Basic Education, initiates possible strategies and interventions to equip SGB members who are responsible for formulating senior secondary schools language policies. This could be done through workshops to empower 'school teams with the knowledge and skills to follow the appropriate steps from the beginning to the end of the process.

Government should equip the relevant team members who are part of the school language policy team with guidelines to help them to understand the value of all languages offered in the school and the aims and objectives of these policies. These guidelines should include suggestions on the time to be allocated to the teaching of languages, the use of the state's language policy legal documents, choices of the language(s) for purposes of teaching and learning. This assistance should be provided before the drafting and implementation of a school language policy. The researcher also recommends that government support the existing language boards in their promotion of Xitsonga and other indigenous languages in order to encourage harmony and respect for all languages.

The researcher recommends the establishment of departmental school language policy facilitators who check senior secondary schools language policies before they are submitted for approval. This 'would help school language policy developers to rectify mistakes before they

submit their policies to their district directors. This would also encourage policy formulators to work with a common understanding of what is required in the school language policy before this is submitted for approval.

As language is an important resource in the community, the researcher recommends that the present senior secondary schools' language policies be reviewed after the school language policy formulators have been trained. The implementation of these languages needs to be monitored by school management to assess whether they are being used correctly. More importantly, school principals should be trained to check whether all the aspects of the language policy as stipulated in their senior secondary school's language policy have been implemented effectively. This would avoid the violation of language rights and language policy discrimination.

Lastly, the researcher recommends that a language planning approach should recognise the historically diminished use and status of South African indigenous languages. The government needs to take practical and positive measures to elevate the status and advance the use of these languages. This could be done through an improvement of the multilingual language policy to encourage change in language matters in the country, especially in schools, by teaching learners in their African languages and encouraging parents to give their children an opportunity to learn in African languages.

6.3 General Conclusion

The purpose of this chapter was to offer recommendations based on the objectives of this study. This included the challenges and successes of senior secondary schools' language policy formulators in the seven schools when formulating and implementing their language policies in relation to Xitsonga. This included the researcher's recommendations to improve the status of indigenous languages for use in teaching and learning.

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APPENDIX A: SCHOOL LANGUAGE POLICIES AND EVIDENCE OF COMMUNICATIONS IN SEVEN SENIOR SECONDARY SCHOOLS IN IVORY PARK

School language policy of Equisweni Senior Secondary School



EQUISWENI SECONDARY SCHOOL

P.O. Box 1454
Tembisa
1628
Stand No. 5230
Masakhane Drive
Ivory Park
Midrand
1685

District : JHB East D9
Ref No. : 909036
Enquiries : Mr. Kumene J.S
Tel No : (011) 261 5870
Cell No : 082 557 2900
Fax No : (086) 5199799
E-mail :
eqiniswenisee@webmail.co.za

LANGUAGE POLICY

*This Policy was drawn in accordance with the following
LEGISLATIVE FRAMEWORK:*

1. Constitution of RSA.
2. SASA ACT 84/96 as Amended
3. NEPA ACT 27/96
4. Relevant Gazette
5. Government Manuals
6. Gauteng School Education Act {act 6/95}
7. Relevant Circulars

1. VISSION:

Ensuring every learner does well at school and leaves our institutions with the knowledge, skills and qualifications that will give them the best chance of success in adult life.

2. MISSION:

To ensure quality learning and teaching take place in the classroom every day.

3. PREAMBLE:

Equisweni Secondary School is situated in the north-eastern part of Johannesburg, Midrand, Ivory Park area. The School currently has a learner population of 2068.

All learners speak African Languages offered at the institution as their mother tongue. English is the official language of teaching and learning and was endorsed by the SGB. Educators are speaking a variety of languages and code switching is practiced by educators and learners.

4. DEFINATIONS / GLOSSARY

- **SASA** : South African School's Act of 1996
- **SGB** : School Governing Body
- **NEPA** : National Education Policy Act

5. PURPOSE:

To promote, respect and create conditions and development of all official languages commonly used by the communities in RSA.

6. CONTECT:

A. LANGUAGE COMMITTEE:

The committee will consist of the following:

- Deputy Principal- Curriculum
- HOD – Languages
- Two PL1 Educators
- Parent

B. LANGUAGE OF INSTRUCTION:

- **ENGLISH**

C. LANGUAGE OFFERED:

- **ENGLISH**
- **ISIZULU**
- **SEPEDI**
- **TSHIVENDA**
- **XITSONGA**

D. PROMOTION OF MULTILINGUALISM:

- Multilingualism will be encouraged among learners and educators.
- Any form of discrimination based on language, shall not be tolerated. Such transgression should be brought to the attention of the Principal.

E. MEDIA CENTRE / Go! usage:

- Since the language of teaching and learning is English, learners are encouraged to communicate in English with their educators and among other learners.
- Written communication will be in English.
- Since language is part of our culture, our learners will be encouraged to become competent in languages that are offered at school.


F. DATE OF REVIEW:

13 October 2012

G. DATE OF ADOPTION:

08 May 2010

Signature(s):


Chairperson {SGB}

Date: 13/10/12


Secretary {SGB}

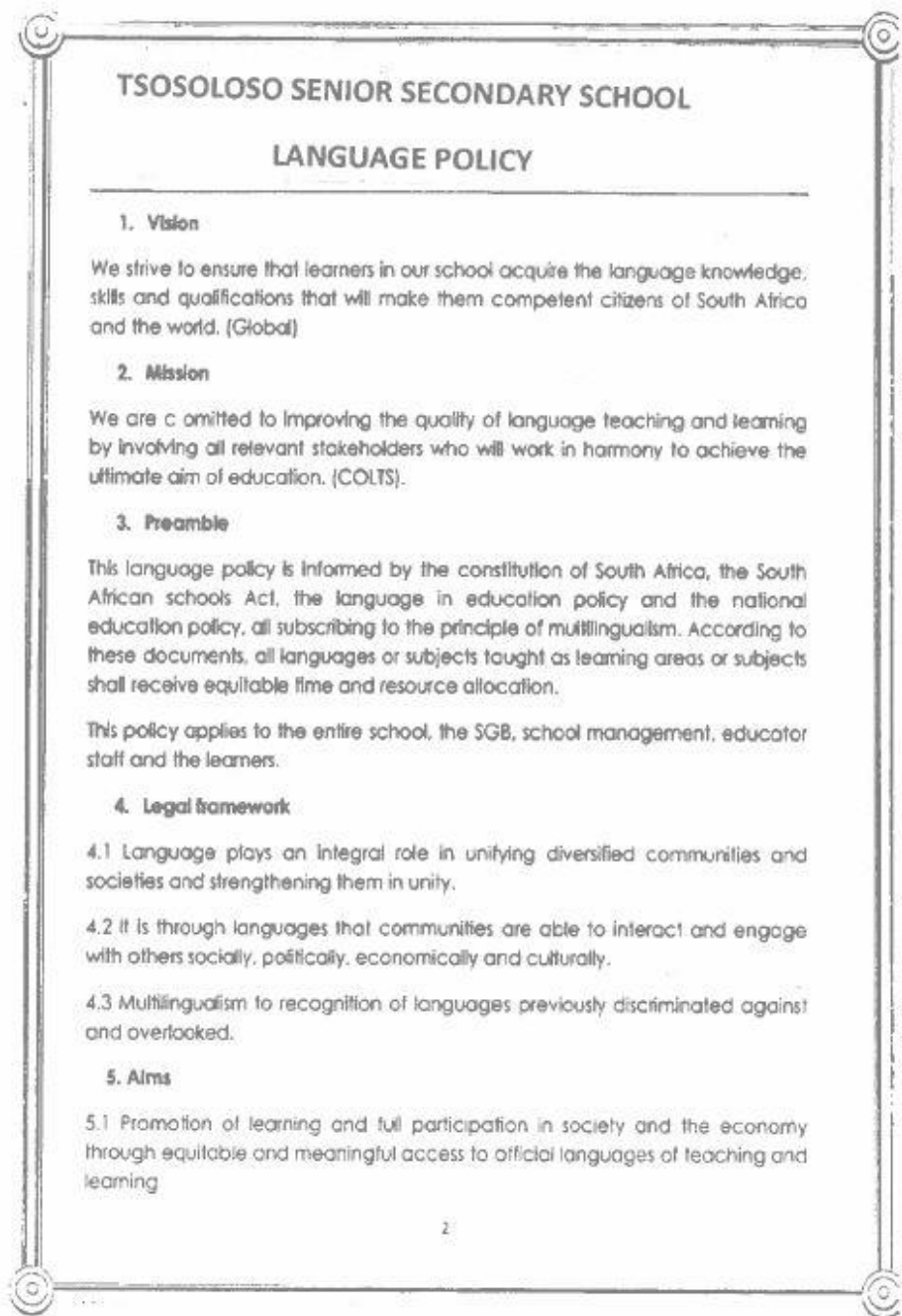
Date: 13/10/12

Principal

Date: _____

School language policy of Tsosoloso Senior Secondary School

Tsosoloso Senior Secondary School



5.2 Supportive of general conceptive growth against learners and establish multilingualism as an approach to language in education.

5.3 Promote and develop all official languages.

5.4 Support the teaching and learning of all other languages required by learners and used by learners' immediate communities.

5.5 Recognize the teaching and learning of language as important for international trade and communication.

5.6 Maintenance of norms, values and standards in compliance with the constitution via the protection, promotion, fulfillment and extension of the individual's language rights and means of communication in education

5.7 Redress the neglect of the historically disadvantaged languages in school education.

6. Roles and Responsibilities

6.1 The role of the School Governing Body

6.1.1 By law has the right to determine the school language policy

6.1.2 Promote multilingualism through usage of more than one home languages of teaching and learning, as well as additional official language(s).

6.1.3 Should consult with the relevant provincial authority in accordance with South African School Act

6.1.4 The language policy should not result in any form of discrimination.

6.1.5 May also recognize sign language as an official language for the purpose of learning at a public school

6.2 The role of the School Management Team (SMT)

6.2.1 The SMT sees to the implementation of the policy

6.2.2 The SMT reports to the SGB regarding implementation and any challenges or unforeseen event relating thereto.

6.3 The role of educators

6.3.1 Educators will adopt the role of facilitators – guiding, allowing and encouraging the learners to discover the world of language and communication for themselves.

6.3.2 Educators will strive to apply the integrated communicative approach which involves among others, using diverse teaching/facilitation methods to inspire the minds of their learners, the presentation of genuine source material to make the study of language relevant and meaningful, and to assist learners to develop their communication skills.

6.3.3 Educators will use the English in class, except when home languages are being taught.

6.4 The role of learners

6.4.1 Learners are to commit themselves to the multilingual culture of the country and do their best to achieve proficiency in the languages offered by the school.

6.4.2 Learners are to use every opportunity to improve language skills in English

6.4.3 While learners may communicate in their language of choice outside the classroom, they are encouraged to use and socialize in English to enhance their English skills.

7. Principle applicable in the use of languages during teaching, learning, communication and meetings

7.1 All languages taught as learning areas or subjects should receive equitable time and resource allocation.

7.2 Promotion of status and use of official languages previously neglected or discriminated against.

7.3 Teach learners in the language of their choice where reasonably applicable.

7.4 Promote sign language as an official language of communication where applicable in consultation with relevant stakeholders.

7.5 Learners to become competent in the languages of learning in their institution.

7.6 Allow learners where reasonably practicable to use their mother tongues at school when they need to communicate.

7.7 Ensure on completion of grade 9 that all learners have acquired satisfactory levels of competence in at least two official languages.

7.8 Promote English efficiency (not at the expense of other languages) for the purpose of the learners to compete over the scarce market resources and serve as relevant potential human resource in the mainstream.

7.9 Encourage education and training practitioners to acquire the skills necessary for rendering education services in a multilingual environment as opposed to a bilingual environment.

7.10 Home languages may be used to communicate with parents for various purposes.

7.11 English will be used as a main language of communication during meetings; however, an official home language may be used where reasonably practical.

7.12 All written communications with parents and stakeholders shall be done in English.

8. Choice of home and additional language of teaching and learning

8.1 The choice of home languages of teaching and learning is informed by the number of learners speaking that language and the availability of teaching and learning materials.

8.2 In learners of a particular official language exceeds 40 in a class, and opt to be taught in that language, it is the duty of the SGB to apply to the provincial authority to grant that request.

8.3 Home languages are also determined by the demographics of the immediate community.

8.4 Our school shall offer Isizulu, Xitsonga and Sepedi as home languages.

8.5 The language of teaching and learning in all learning areas shall be English except for the schools official home languages.

8.6 The school shall offer only a maximum of 4 official home languages.

8.7 Our additional language is English, carefully chosen so as to produce well rounded learners who will make valuable contribution towards the welfare of this country politically, socially and economically.

9. Conclusion

9.1 As language rights are enshrined and embodied in the constitution and other legal documents, all stakeholders must respect these rights and principles.

9.2 The school will at all times endeavour to ensure that its systems cater for the requirements necessary to implement the policy.

9.3 LTSM will be continually budgeted for and acquired to meet the needs of the school and the implementation of this policy.

9.4 The school will at all times endeavour to appoint suitably qualified educators to implement this policy.

ADOPTION

SIGNATURES:



06/11/2014
Date



06/11/2014
Date



09/11/2014
Date

Tswelopele Senior Secondary School

Tswelopele Senior Secondary School

TSWELOPELE SENIOR SECONDARY SCHOOL

LANGUAGE POLICY

1. Vision

We strive to ensure that learners in our school acquire the language knowledge, skills and qualifications that will make them competent citizens of South Africa and the world. (Global)

2. Mission

We are committed to improving the quality of language teaching and learning by involving all relevant stakeholders who will work in harmony to achieve the ultimate aim of education. (COLTS).

3. Preamble

This language policy is informed by the constitution of South Africa, the South African schools Act, the language in education policy and the national education policy, all subscribing to the principle of multilingualism. According to these documents, all languages or subjects taught as learning areas or subjects shall receive equitable time and resource allocation.

This policy applies to the entire school, the SGB, school management, educator staff and the learners.

4. Legal framework

4.1 Language plays an integral role in unifying diversified communities and societies and strengthening them in unity.

4.2 It is through languages that communities are able to interact and engage with others socially, politically, economically and culturally.

4.3 Multilingualism to recognition of languages previously discriminated against and overlooked.

5. Aims

5.1 Promotion of learning and full participation in society and the economy through equitable and meaningful access to official languages of teaching and learning

5.2 Supportive of general conceptive growth against learners and establish multilingualism as an approach to language in education.

5.3 Promote and develop all official languages.

5.4 Support the teaching and learning of all other languages required by learners and used by learners' immediate communities.

5.5 Recognize the teaching and learning of language as important for international trade and communication.

5.6 Maintenance of norms, values and standards in compliance with the constitution via the protection, promotion, fulfillment and extension of the individual's language rights and means of communication in education

5.7 Redress the neglect of the historically disadvantaged languages in school education.

6. Roles and Responsibilities

6.1 The role of the School Governing Body

6.1.1 By law has the right to determine the school language policy

6.1.2 Promote multilingualism through usage of more than one home languages of teaching and learning, as well as additional official language(s).

6.1.3 Should consult with the relevant provincial authority in accordance with South African School Act

6.1.4 The language policy should not result in any form of discrimination.

6.1.5 May also recognize sign language as an official language for the purpose of learning at a public school

6.2 The role of the School Management Team (SMT)

6.2.1 The SMT sees to the implementation of the policy

6.2.2 The SMT reports to the SGB regarding implementation and any challenges or unforeseen event relating thereto.

7.6 Allow learners where reasonably practicable to use their mother tongues at school when they need to communicate.

7.7 Ensure on completion of grade 9 that all learners have acquired satisfactory levels of competence in at least two official languages.

7.8 Promote English efficiency (not at the expense of other languages) for the purpose of the learners to compete over the scarce market resources and serve as relevant potential human resource in the mainstream.

7.9 Encourage education and training practitioners to acquire the skills necessary for rendering education services in a multilingual environment as opposed to a bilingual environment.

7.10 Home languages may be used to communicate with parents for various purposes.

7.11 English will be used as a main language of communication during meetings; however, an official home language may be used where reasonably practical.

7.12 All written communications with parents and stakeholders shall be done in English.

8. Choice of home and additional language of teaching and learning

8.1 The choice of home languages of teaching and learning is informed by the number of learners speaking that language and the availability of teaching and learning materials.

8.2 In learners of a particular official language exceeds 40 in a class, and opt to be taught in that language, it is the duty of the SGB to apply to the provincial authority to grant that request.

8.3 Home languages are also determined by the demographics of the immediate community.

8.4 Our school shall offer Isizulu, Xitsonga and Sepedi as home languages.

8.5 The language of teaching and learning in all learning areas shall be English except for the schools official home languages.

8.6 The school shall offer only a maximum of 4 official home languages.

Language Policy of
Tswelopele Secondary

School



Date of Adoption by SGB _____ Signed _____

Date of verification by Department _____ Signed _____

**MAPHUTHA
SENIOR
SECONDARY
SCHOOL

LANGUAGE POLICY**

LANGUAGE POLICY

PREAMBLE

In terms of the new Constitution of the Republic of South Africa, the government, and thus the Department of Education recognizes that our cultural diversity is a valuable national asset and hence is tasked amongst other things, to promote multilingualism, the development of the official languages and respect for all language used in the country, Africa Constitution.

LEGAL FRAMEWORK

The language policy at Maphutha Secondary School is informed by:

The Constitution of South Africa.

The South African Schools Act 1996 (Act No 84 of 1996)

Language in Education policy in terms of Section 3 (4) of the National Education Policy act, 1996 (Act 27 of 1996)

VISION

We strive to excel in producing highly skilled and self-sufficient citizens through quality education and partnership with all stakeholders.

MISSION

1. Recruiting highly qualified staff and providing necessary resources to support them.
2. Ensuring that teaching and learning takes place in a safe environment that is conducive to learning.
3. Sustaining commitment and determination of all stakeholders.
4. Motivating, instilling a sense of pride in our learners as well as culture of discipline.
5. Enhancing both curricular and co-curricular activities.
6. Promoting healthy lifestyle.
7. Promoting the Batho - Pele principles.

SCHOOL MOTTO

We long to conquer!

OBJECTIVES:

- ❖ To promote sound convictions about education.
- ❖ To achieve a multi-dimensional purpose pertaining to total quality of education and management.
- ❖ To determine and measure the success of the school.
- ❖ To instil professional socialization among all stakeholders.
- ❖ To encourage teamwork with consideration and sensitivity to issues of diversity.

THE AIMS OF LANGUAGE POLICY

- ❖ To promote multilingualism
- ❖ To support the teaching and learning of the language required by learners or used by communities in South Africa.
- ❖ To promote and develop the language of South Africa.
- ❖ To pursue the language policy most supportive of general conceptual growth amongst learners.

LANGUAGE OFFERED AT MAPHUTHA SECONDARY SCHOOL

HOME LANGUAGE

- XITSONGA
- SEPEDI
- ISIZULU
- ISIXHOSA

FIRST ADDITIONAL LANGUAGE

ENGLISH

THE RIGHT AND DUTIES OF THE SCHOOL

Where there are less than 40 learners in grade 8-9 (GET) and where there are less than 37 learners in grade 10-12 (FET) requesting to be taught in a particular home language, the school has a duty to arrange with a neighbouring school to admit such learners.

LANGUAGE POLICY

The school shall not discriminate on the basis of race, gender and colour through the language policy.

English, Zulu, Xisonga, Sepedi and Xhosa shall be used as languages of teaching and learning.

All other official language shall be used during non-teaching and learning situations.

All learners shall offer their language of learning and teaching and at least addition approved language as a learning area.

PONELOPELE SENIOR SECONDARY SCHOOL



LANGUAGE POLICY

1. VISION

The school seeks :-

- ✓ TO PRODUCE WELL – INFORMED LEARNERS WHO ARE SCIENTIFICALLY, ECONOMICALLY AND SOCIALLY INCLINED SO AS TO BE RESPONSIBLE CITIZENS WHO WILL CONTRIBUTE TO THE ECONOMIC GROWTH AND THE WELL – BEING OF THE COUNTR AND THE WORLD.

2. MISSION

Our school will achieve this through

- ✓ DISCIPLINE
- ✓ QUALITY EDUCATION
- ✓ COLLECTIVE LEADERSHIP
- ✓ UPHOLDING OF EDUCATION POLICIES AND THE CONSTITUTION OF SOUTH AFRICA
- ✓ EFFECTIVE UTILIZATION OF RESOURCES
- ✓ COMMITMENT OF ALL STAKEHOLDERS
- ✓ PROMOTION OF EXTRA – CURRICULAR ACTIVITIES

3. PREAMBLE

The Language Policy for Ponelepele Senior Secondary is developed in line with South African Schools Act 84 of 1996 Section 6 to :

- 3.1. Promote non – racialism and to facilitate communication across barriers of language, religion and ethnicity.
- 3.2. Promote multilingualism.
- 3.3. Ensure mutual respect for diverse cultures and languages.
- 3.4. Close a gap between the Home Languages and LOLT (Language of Learning and Teaching)

4. LEGISLATIVE FRAMEWORK

The Language Policy is developed within the framework of the following legislation:

- a. The Constitution for the Republic of South Africa, The Bill of Rights.
- b. South African Schools Act 84 of 1996, Section 6.
- c. Ponelepele Oracle Secondary School Learning Area Policies.

5. DEFINITION OF TERMS

The following terms, as contemplated in the policy are hereby defined:

- a. South African School Act – referred herein as SASA, it refers to the National Legislation providing legislative framework for the administration, management and governance of public schools.
- b. Language – any medium of expression.
- c. Language of instruction – a language adopted for use in teaching and learning, depicted herein as LOLT.
- d. Multilingualism – the use of different languages.
- e. HOD – Head of Department representing GDE.

6. AIMS AND OBJECTIVES

The Language Policy for Ponelepele Senior Secondary School had been developed to:

- 6.1. Provide framework in terms of language provision and instruction in the school
- 6.2. Promote effective curriculum delivery by provision of standardization of language(s)
- 6.3. To bridge ethnic and cultural divide through the use of language.
- 6.4. Discourage the use of inflammatory speeches.

7. LANGUAGE COMMITTEE

The Language Committee shall be constituted in respect of the following:

1. Language HOD's
2. Educators
3. SGB representative
4. RCL representative
5. PS staff

6. Principal

8. FUNCTIONS OF COMMITTEE

The Language Committee shall be responsible for performing the following functions.

- 8.1. To enforce language policy
- 8.2. To mediate disputes which might arise regarding language usage
- 8.3. To develop programmes which encourage multilingualism
- 8.4. To engage in language awareness campaigns
- 8.5. To make proposals relating to language provision and or offering in the school

9. ROLES AND RESPONSIBILITIES

SGB

- Shall determine the language offering of the school
- Adopt the Language Policy

SMT

- Ensures implementation of the Language Policy
- Guide the SGB on issues relating to language in the school

9.1. LANGUAGE OF INSTRUCTION

The Language of Instruction for the school shall be English across all grades.

9.2. CODE – SWITCHING

Each educator shall make special provision, only when deemed in the best interest of understanding, to code switch in teaching.

Any form of code – switching shall be in the approved Language, and shall not be used in a manner which could disadva nge a learner in any way during assessment.

9.3. LANGUAGE AS SUBJECT

- 9.3.1. The school shall offer the following approved languages

- a) IsiZulu
- b) Xitsonga
- c) Sepedi
- d) English

- 9.3.2. All languages offered as approved language which be subjected to equal treatment in terms of time allocation and resources.

- 9.3.3. Learners who wish to be taught in a language not falling within the language in a language not falling within the language offering shall make an application in writing.

- 9.3.4. Consideration or provision for application to the Head of Department (GDE) will only be made on condition that there are enough applicants to make – up a class.

9.4. PROMOTING MULTILINGUALISM

The school will engage in the following activities to promote multilingualism.

- 9.4.1. Public speaking in different approved languages.
9.4.2. Debating programmes.
9.4.5. Dramatizations.

9.5. RESPONSIBILITIES OF

9.5.1. SGB

9.5.2. SMT

9.5.3. EDUCATORS

9.5.4. LEARNERS

9.5.5. PARENTS

10. AMENDMENTS

DATE OF ADOPTION

REVIEW DATE

14/11/2010


SGB CHAIRPERSON

14/11/2010
DATE


PRINCIPAL

1/1/2010
DATE

GDE OFFICIAL (IDSO)

DATE

DISTRICT DIRECTOR

DATE

IVORY PARK SECONDARY SCHOOL



LANGUAGE POLICY



1. VISION

We strive to ensure that learners in our school acquire the knowledge, skills and qualifications that will make them competent citizens of South Africa in the whole world (global).

2. MISSION

- We are committed to improving the quality of teaching and learning by involving all relevant stakeholders who will work in harmony to achieve the ultimate aim of education (colts).

3. PREAMBLE

This language policy is informed by the constitution of the republic of South Africa, the South African Schools Act; the language in education policy and the national education policy: all subscribing to the principle of multilingualism. According to these documents, all languages or subjects taught as learning areas or subjects shall receive equitable time and resource allocation.

4. LEGAL FRAMEWORK

- 4.1 Language plays integral role in unifying diversified communities and societies and strengthening them in unity.
- 4.2 It is through languages that communities are able to interact and engage with others socially, politically, economically and culturally.
- 4.3 Multilingualism to recognition of languages previously discriminated against and overlooked.

5. AIMS

- 5.1 Promotion of learning and full participation in society and the economy through equitable and meaning access to official languages of teaching and learning.
- 5.2 Supportive of general conceptual growth amongst learners and establish multilingualism as an approach to language in education.
- 5.3 Promote and develop all official languages.
- 5.4 Support the teaching and learning of all other languages required by learners and used by learners immediate communities.
- 5.5 Recognize the teaching and learning of language important of international trade and communication.
- 5.6 Maintenance of Norms, Values and Standards in compliance with the Constitution via the protection, promotion, fulfilment and extension of the individual's language rights and means of communication in education.
- 5.7 Redressing the neglect of the historically disadvantaged languages in school education.

6. THE ROLE OF THE SCHOOL GOVERNING BODY

- 6.1 By law has the right to determine the school's language policy.
- 6.2 Promote multilingualism through usage of more than one home languages of teaching and learning, as well as additional official language(s).
- 6.3 Should consult with the relevant provincial authority in accordance with South African Schools Act.
- 6.4 The language policy should not result in any form of discrimination.
- 6.5 May also recognize sign language as an official language for the purposes of learning at a public school.

7. PRINCIPLES APPLICABLE TO THE USE OF LANGUAGES DURING TEACHING, LEARNING, COMMUNICATION AND MEETINGS

- 7.1 All languages taught as learning areas or subjects should receive equitable time and resource allocation.
- 7.2 Promotion of status and use of official languages previously neglected discriminated against.
- 7.3 Teach learners in the language of their choice where reasonably for staff.
- 7.4 Promote sign language as an official language of communication where applicable in consultation with relevant stakeholders.
- 7.5 Enable learners to become competent in the languages of learning in their institution.
- 7.6 Allow learners where reasonably practicable to use their mother tongue at school when they need to communicate.
- 7.7 Ensure one completion of grade 9 (nine) that all learners have acquired satisfactory levels of competence in at least two official languages.
- 7.8 Promote English efficiency (not at the expense of other languages) for the purposes of the learners to compete for scarce market resources and serve as relevant potential human resource in the mainstream.
- 7.9 Encourage education and training practitioners to acquire the skills necessary for rendering education services in a multilingual environment as opposed to a bilingual environment.
- 7.10 Home languages may be used to communicate with parents for various purposes.
- 7.11 English will be used as a main language of communication during meetings; however, an official home language may be used where reasonably practical.

8. CHOICE OF HOME AND ADDITIONAL LANGUAGE OF TEACHING AND LEARNING

- 8.1 The choice of home languages of teaching and learning is informed by the number of learners speaking that language and the availability of teaching staff and learning materials.
- 8.2 If learners of a particular home language exceed 40 in class, and opt to be taught in that language, it is the duty of the SGB to apply to the Provincial Authority to grant that request.

- 8.3 Home languages are also determined by the demographics of the immediate community.
- 8.4 Our school offers isiZulu, Xitsonga, and Sepedi as home languages.
- 8.5 The school will only offer another home language when need arises up to maximum of 4.
- 8.6 Our additional language is ENGLISH, carefully chosen so to produce well-rounded learners who will make valuable contribution towards the welfare of this country politically, socially, and economically.

9. CONCLUSION

- 9.1 As language rights are enshrined and embodied in the constitution and other legal documents, all stake holders and stake owners must respect these rights and principles.
- 9.2 All the above documents subscribe to the principles of multilingualism.

ADOPTION:

Signatures: Co-ordinator (Makasane) _____

Principal (Mamosebo RE) _____

SGB Chairperson (Seteba A) _____

IDSO (Horn J) _____



School language policy of Kaalfontein Senior Secondary School

1. Title of the policy: Kaalfontein Senior Secondary School Language Policy

2. Effective Date: 1 January 2011

3. DATE OF NEXT REVIEW: 30 November 2012

4. Revision History

As amended on:
•
•

5. PREAMBLE

South Africa is a country with a diversity of cultures and languages. In recognition of this, the emphasises of any language policy should be on the promotion of multilingualism, the development of the official languages, and a respect for all languages used in the country, including South African Sign Language and the languages referred to in the South African Constitution.

This policy attempts to protect and advance our diverse cultures and languages and uphold the rights of all learners, parents and educators, and promote their acceptance of responsibility in facilitating the underlying principles which are:

- ☐ The maintaining of the home language/s while providing access to and the effective acquisition of additional language(s), in keeping with the Department's position that an additive approach to bilingualism is to be seen as the normal orientation of our language-in-education policy.
- ☐ The right to choose the language of learning and teaching is vested in the individual. This right has, however, to be exercised within the overall framework of the obligation on the education system to promote multilingualism.
- ☐ No form of racial discrimination may be practised in implementing policy determined under this section.

- A recognised Sign Language has the status of an official language for purposes of learning at a public school.
- The governing body of a public school may determine the language policy of the school subject to the Constitution and any applicable provincial law.

6. PURPOSE OF THE POLICY

- 6.1 To promote and develop all official languages.
- 6.2 To establish multilingualism as an approach to language in education.
- 6.3 To identify and determine a Language of Learning and Teaching (LoLT) as well as the approved language/s to be offered to learners at the school.
- 6.4 To ensure that no form of discrimination takes place on the basis of language.

7. DEFINITIONS AND ACRONYMS

7.1 DEFINITIONS

No.	Term	Definition
7.1.1	"the Act"	Means the South African Schools Act, Act No.84 of 1996 as amended
7.1.2	"the School"	Refers to (Name of school)
7.1.3	learner	Any person registered to receive education at the school
7.1.4	multilingualism	The ability to use several languages
7.1.5	Home Language	A preferred or first language of choice that a learner may offer for learning and teaching purposes
7.1.6	First Additional Language.	An alternative or an additional language to Home Language that a learner may offer for learning and teaching purposes

7.2 ACRONYMS

No.	Acronyms	Explanation
7.2.1	LoLT (Language of Learning and Teaching)	Refers to the approved language that will be used as a medium of instruction in the school and must be an official language with a valid syllabus at Home or First Additional language level.
7.2.3	HL	Home Language
7.2.4	FAL	First Additional Language

8. APPLICATION AND SCOPE OF THE POLICY

- 8.1 The language policy applies to all learners and educators and covers the Language of Learning and Teaching and Language as a subject.

9. LEGISLATIVE FRAMEWORK

- 9.1 Constitution of South Africa, (Act No. 108 of 1996 as amended)
9.2 South African Schools Act, (Act No. 84 of 1996 as amended)
9.3 National Education Policy Act 1996, (Act No. 27 of 1996)
9.4 Gauteng School Education Act, 1995 (Act No. 6 of 1995) as amended)

10. RELEVANT POLICIES AND PROVINCIAL CIRCULARS

- 10.1 Language in Education Policy, published in terms of section 3(4)(m) of the National Education Policy Act 1996, (Act 27 of 1996).
10.2 Norms and Standards regarding language policy published in terms of section 6(1) of the South African Schools Act, (Act 84 of 1996).
10.3 Circular 20 of 2009 – Registration Procedures for Entry to the National Senior Certificate Examinations (Gr.10 to 12)

11. POLICY STATEMENTS

11.1 KEY CONSIDERATIONS IN DEVELOPING A POLICY

The school recognises the diversity of cultures and languages in our country and considers the following realities to shape the language policy:

- a. The thorough development of a child's language skill is a reliable predictor of future cognitive competence.
- b. Both the Home Language and Language of Learning and Teaching are important because the Home Language plays the primary role in developing literacy and thinking skills and is of importance in enhancing the protection and further development of the indigenous language, while the Language of Learning (in particular English) is the one in which learners must master educational concepts, and provides a platform to participate and engage meaningfully in the information age on a global stage.
- c. The University Language of Instruction in South Africa is predominantly English; however it is necessary for schools to promote other indigenous languages for the purpose of learner mobility and access.
- d. The promotion of multilingualism enhances opportunity for learners to access jobs and participate in the socio – economic development of the country.

11.2 LANGUAGE OF LEARNING AND TEACHING (LoLT)

- a. The (Name of School) is a single medium/ dual medium school.
- b. Based on the choices made by the parent population of the school and whether the school is single/dual medium, the language of learning and teaching at the school is isiZulu/ SeSotho/ SePedi/Setswana/Tshivenda/Xitsonga/isiNdebele/ SiSwati/ isiXhosa/English/Afrikaans. (Exclude that which is not applicable)

11.3 LANGUAGES AS SUBJECTS

- a. Based on the choices made by the parent population, the school shall offer the following official languages as additional languages IsiZulu/ SeSotho/ SePedi/ Setswana/ Tshivenda/ Xitsonga/ isiNdebele/ SiSwati/ IsiXhosa /English/Afrikaans. (Exclude that which is not applicable)
- b. The school offers/does not offer a foreign language. In cases where the school offers foreign languages, the languages should be specified.
- c. Where possible, all languages shall receive equitable time and resource allocation.
- d. Use either paragraph (i) or (ii) to suit the context of your school.

- (i) In the case of a **Primary School**, a language will be offered where there are at least 40 learners in Grades 1 to 7 requesting for it. In cases where there are less than 40 learners requesting a language in a given grade not already offered by a school in a particular school district, the head of the provincial department of education will determine how the needs of those learners will be met.
- (ii) In the case of a **Secondary School**, a language will be offered where there are at least 35 learners in Grades 8 to 12 requesting for it. In cases where there are less than 35 learners requesting a language in a given grade not already offered by a school in a particular school district, the head of the provincial department of education will determine how the needs of those learners will be met.

11.4 LANGUAGE BY SCHOOL TYPE

Select only that information which is relevant to the type of school that you are governing

11.4.1 PRIMARY SCHOOL

In all phases, the school will offer at least two official languages provided that one of the official languages is offered as a Home Language (HL) and another as a First Additional Language (FAL). One of the official languages will be a Language of Learning and Teaching (LoLT).

What follows here is an example based on a scenario where parents have opted for the LoLT to be English.

a. Foundation Phase (Gr. 1 – 3):

At (Name of School), all learners from Grades 1 to 3 will offer English as a Home Language. IsiZulu will be offered as a First Additional Language. Code switching shall be encouraged to assist the learner's transition from the home language to the LoLT.

b. Intermediate phase (Grade 4-6):

All learners in Grades 4 to 6 shall offer English as a Home Language and IsiZulu will be offered as a First Additional Language.

c. Senior phase (Grade 7-9):

All learners in Grades 7 to 9 shall offer English as a Home Language and IsiZulu will be offered as a First Additional Language.

11.4.2 SECONDARY SCHOOLS

a. Senior phase (Grade 7-9):

All learners in Grades 7 to 9 shall offer English as a Home Language and Zulu will be offered as a First Additional Language.

b. Further Education and Training phase (Gr.10 -12)

- (i) The school will assist Grade 10-12 learners to make the correct subject and language choices and combinations leading to the National Senior Certificate (NSC).
- (ii) The school will ensure that for a NSC a learner must offer at least two official languages selected as stipulated in the policy document, *The National Senior Certificate- a qualification at Level 4 on the National Qualification Framework (NQF)* provided that one of the official languages is offered as a Home Language (e.g. English) and another one either Home or First Additional Language level (IsiZulu) and provided that one of the official languages is a LoLT. Note: Both the languages selected cannot be at First Additional Language Level.
- (iii) The school will ensure that learners do not choose the following subject/language combinations which are not allowed for the National Senior Certificate:
 - (a) IsiZulu, IsiXhosa, SiSwati and isiNdebele;
 - (b) Sepedi, Sesotho and Setswana; and
 - (c) The same language as Home and First and Second Additional Language.

11.5 LANGUAGE OF COMMUNICATION

- 11.5.1 School reports as well as official written communication issued by the school will be in English, unless the correspondence is concerning one of the other languages.
- 11.5.2 Articles in the school newsletter will be written in the languages indicated in (11.2) and (11.3)

- 11.5.3 General parents meetings shall be addressed in the languages indicated in (11.2) and (11.3) and where necessary an interpreter may be utilised.
- 11.5.4 No learner shall be punished for expressing himself/herself in a language which is not the language of learning and teaching at the school.

11.6 LANGUAGE AND ADMISSIONS

- 11.6.1 Language competence testing shall not be used as an admissions requirement at the school.
- 11.6.2 A parent shall exercise the minor learner's language rights on behalf of the minor learner on application for admission to the school.
- 11.6.3 In cases where the school uses the language of learning and teaching chosen by the parent for the learner and where there is place available for the learner in the grade applied for, the school shall admit the learner subject to the admission requirements being met.
- 11.6.4 In cases where the desired language of learning and teaching is not offered by the school, a parent may decide for the learner to be taught in a language medium already offered by the school, provided that the learner and parent do not demand to be taught in the desired LoLT after admissions. On application for admissions language choices are expected to be made.

12. SHORT TITLE

This policy shall be called (Language Policy of Name of School)

■

13. APPROVAL:

Recommended by:
(Principal) (print name)
Date
Approved by:
(SGB Chairperson) (Print
name)
Date:
Verification by GDE:
(District Director) (Print
Name)
Date of Verification
Certified by : (Print
Name)
Date

Signature:	<i>M. M. M. M. M.</i>
Signature:	<i>M. S. S. S. S.</i>
Signature:	
Signature:	

FORMAL COMMUNICATIONS OF SEVEN SENIOR SECONDARY SCHOOLS IN IVORY PARK

Communications at Equisweni Senior Secondary School

EQUISWENI SECONDARY SCHOOL
MINUTES OF SMT MEETING HELD ON THE 10 January 2014
TIME: 09h30

AGENDA	DISCUSSIONS & DECISIONS	ACTION BY
1. Opening & Welcome	The chairperson, Mrs Matjila welcomed members present and Mrs Hlungwani opened the meeting with a short prayer.	Mrs Matjila and Mrs Hlungwani
2. Attendance Register and Apologies	No apologies tendered.	
3. Adoption of the Agenda	Mr Matlaji moved for the adoption of the agenda and was seconded by Mr Mabutla.	
4. NEW BUSINESS 4.1. Results Analysis 2013	Principal thanked members for attending the meeting. He reminded members about the District targets as well as individual schools' targets in Ivory Park. He indicated that there was steady improvement in terms of pass percentage. He commended colleagues for their efforts towards improving Grade 12 results. Individual Departments 'SBA activities contributed towards the improvement of results. Kwabhekilanga Secondary School was number 1 in the Township schools with the pass rate of 97% followed by Equisweni Secondary School which became one in Ivory Park with 95.96% pass rate. Members reflected on what contributed to the improvement of the results. GOOD PRACTICES • Class attendance	Mr Kunene

	<p>Managers pushed everyone to attend classes on time—that showed good ethics.</p> <ul style="list-style-type: none"> • Monitoring of syllabus by the HODs was good. Colleagues <u>were</u> encouraged to keep on monitoring the syllabus. • Motivational Talks also contributed towards positive results. • Grade Meetings—in which the Director was also involved in motivating both learners and their parents. • Monitoring of studies. • SAT-Critical analysis of results per term helped SAT members to take corrective measures in improving the quality of teaching and learning. In addition poorly performing educators were named and shamed. • Academic Awards served as a tool used to encourage good performance from educators and learners. • Team teaching. • In-house Ssip-also yielded good results. It was agreed that for 2014 issues pertaining to this In-house Ssip be looked at in conjunction with other grade 12 educators- such as resources, food and money for material. The principal should write a letter to the Director addressing those issues. <p>It was agreed that we should start with In-house SSIP before the</p>	
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	<p>District one commences.</p> <p>Members also suggested that donations be outsourced to fund the project.</p> <p>According to the results Mathematics improved phenomenally.</p> <p>Mathematical Literacy also achieved 100% pass rate.</p> <p>Accounting as well improved significantly with 96%. Physics improved with 91%.</p>	
<p>4.2. Post Establishment</p> <p>2014 Mr. Kunene</p>	<p>There are 76 educators. Two vacant posts left by Mr Mokgalaka and Mr Tango were to be filled in Mr Mahlatji and Madam Hlungwani to act on the replacements.</p> <p>1-Principal</p> <p>2-Deputies – 1 –Vacant</p> <p>9-HODS</p> <p>66- Educators 1-Vacant Total of 78 posts +2 Dinledi posts.</p>	<p>Mr Kunene</p> <p>Mr Mahlatji and Madam Hlungwani</p>
<p>4.3. Subject Allocation</p> <p>& Time Table Mr Muvhango</p>	<ul style="list-style-type: none"> • Grade 8 = 8 • Grade 9 = 8 • Grade 10 = 12 • Grade 11 = 9 • Grade 12 = 7 <p>Mr. Mokgalaka's 12B to be given to Mr. Seboane.</p>	

	Mr. Mmela has four classes to be allocated more classes more learners here settled (Tourism) Managers were advised to go through allocation to report on Monday.	
4.4. Planning for 13/01/14	<ul style="list-style-type: none"> 8h30 meeting starts Issuing reports Monday to attend parents from 11AM Textbook – Mr. Sethe will give directions with regard to retrieval of textbooks. Learners to report to school for class allocation. Learners will be given stationery but only those who returned textbooks will be given stationery. Stats: Grade 8 & 9 – Ma'am Zulu grade 8 and Ma'am Hlungwani grade 9. Class lists to be finalized. Grade 12 statements – Ma'am Masiela Reports (internal classes) – Mr. Mabutla and Mr. Maiatji Contracts (overage learners) – Mr. Muvhango, Mr. Mphela and Mr. Seloane Grade 11 & 12 stationery – Mr. Ramathavha and Mr. Mahlatji What strategies can we adopt to make sure that committees are rendered effective? 	
4.5. Duty Allocation		

	<ul style="list-style-type: none"> • A roster to be drawn to monitor learners during lunch. • Teachers to be positioned in certain spots. • Allow people to volunteer in committees and give them directive to join committees. • We should have coordinators reporting to staff quarterly on their committees. • Fund-raising committee structuring, developing policy for the committee. • Copies of policies should be made available for the educators to add/amend them where necessary. 	
4.5.1. LTSM	<ul style="list-style-type: none"> • There was a suggestion that one form should be used for recording all the books. • Some books for grade 8, 9 & 12 were delivered on the 16th of December. • A programme has been used to scan all the books • HOD's to encourage teachers and learners to cover textbooks with a plastic. • HOD's should ensure that educators submit number of textbooks issued. • It was suggested that the issuing of textbooks be centralized and piloted in grade 12. 	Mr. Mabutha

MINUTES OF MEETINGS AT SEVEN SENIOR SECONDARY SCHOOLS

Minutes of meeting at Equisweni Senior Secondary School

Date: 29 May 2013

<p>Previous Minutes and matter arising</p> <p>School management</p> <p>Purpose of the meeting</p>	<p>The meeting agreed to deferred this item because of the time factor and the numbers of item to be discussed</p> <p>School management</p> <p>The principal was not at school on Monday when we re-open</p> <p>The deputies received the message from the principal around 18;00</p> <p>The message was read to the SGB members.</p> <p>Mr. Mokgalaka said urgent meeting should be held to allow the deputies to act on the principal's post.</p>
Finance Committee	<p>The committee will seat on 11/04/13 and Monday will do handover and changing the signatory at the bank.</p> <p>The chairperson will be calling the principal to submit the relevant document and the school resources</p>
Grade 10	<p>Money to fix the toilets</p> <p>Concrete. Finance Committee will give the Maintenance Committee to purchase material.</p> <p>Budget will be given to grade 10</p> <p>Material needed should be ordered in 2014/2015</p>
Closure	<p>Proposed: Ms Magwaza</p> <p>Seconded: Mr. Mkhabela</p>

Communications at Tsosoloso Senior Secondary School

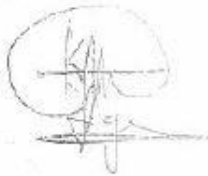
Tsosoloso Secondary School

19/8/14 Mr Michael Matube from GDE Head Office visited the school today for the BMT Term 1 2014 School Readiness visit and interacted with the School Principal Mr Kheene.

Thanks

 16/1/14

20/01/2014 Kenneth Nchabeleng and Khazeni Ngweni from Johannesburg East District visited the school to verify availability of admission space at the school. There is no space in all grades as of now.



2014/01/20

2014/01/20

24/01/14

Visited and honoured an invite by Kgaisi Secondary. We were grateful as the District office and the presence of the Province (Mr Sibane) was acknowledged.

Learners obtained 80% and cum laude for Grade 8-12 (Previous Grade 12 of 2013).

The school's results were outstanding, they obtained 95.9% and we wish them well.

Keep up the good work! Well Congratulate
Kgaisi, DCS, ESS

 DCS/E/O

Minutes of meeting at Tsosoloso Senior Secondary School

Agenda

1. Opening and Welcome
2. Apologies
3. SBR elections
4. Announcements and reports
5. AOB
6. Closure

Chairperson of the day: Mzamo BD

Secretary of the day: M Matli

1. Opening and welcome

- Mam Mzamo opened the meeting and welcomed all the members in the meeting

2. Apologies

Mr Mahuntsi is not feeling well

Ms Ngobeni went for Girl Guides meeting

3. SBR elections

It was agreed that we continue with the same people who were elected earlier this year. The people who were elected are Ms Rammoba TM and Mr Mosola L

Nominations

❖ Rammoba

Nominated by Moseamo G

Seconded by Hlatswayo J

❖ Masola L

Nominated by Msibi P

Seconded by Mongwe

4. Announcements and reports

There will be a mass meeting at Imphophoma primary school on the 23rd October 2014

5. AOB

There are still have members who have double deductions, members were advised to fill in cancellations forms even if they have filled the forms before.

6. Closure

Proposed by Sibuyeng N

Communications at Tswelopele Senior Secondary School

Minutes of the briefing

Date: 29 May 2013

Department: Maths, Science and Technology



The briefing is postponed to Monday 14th 2014 due to the urgent meeting we have now.

1. Opening and welcome
2. Apologies
3. Maths and Science educators
4. Purpose of the meeting
5. Dates of submission of question papers to the Math, and Science question papers
6. Dates of writing tests
7. Learners who are going to write the test
8. AOB
9. Closure

Item	Description	Responsibility
Maths and Science educators	Departmental meeting The Head of Department called a meeting The message was read to staff members.	All department members
Purpose of the Meeting	Setting of question papers. They called the Deputy Principal who failed to attend a meeting because she did not see the communication book	
Tests to be written the following week for common papers examination	The educators will set question papers on 11/04/13	All department members

Dates for writing tests	Tests to be written the following week for common papers examination	All department members
Grade 10	Grade 10 learners who are doing the mentioned subjects above.	Grade 10 learners
Closure	Proposed: Mr. Baloyi Seconded: Mr. Mkhabela	

Communications at Maphutha Senior Secondary School

JOHANNESBURG EAST DISTRICT  education Department: Education GAUTENG PROVINCE	Tel: +27 (11) 666-9086 Fax: 086 558 3657 WEB: www.education.gauteng.gov.za 142/144 Fourth Street, Benmore, Sandton Private Bag X9910, Sandton, 2146	IMAPHUTHA SECONDARY SCHOOL (EMIS: 400150) Tel: +27 (71) 858 1642/3 E-mail: maphuthasec@gmail.com 1406 Commercial Extension 34 Mayibuye Township Midrand PO Box 306, Tembisa, 1628	
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(MAKING LEARNING A SOCIETAL PRIORITY)

Minutes of the Meeting

Date: 08/09/2011

Time: 14:30

Venue: Main staffroom

Agenda

1. Opening and welcome
2. Apologies
3. B.O.D
- 3.1 Circular
- 3.2 A.O.B
4. Closure

1. Opening and welcome

Staff meeting opened with prayer and everyone was welcomed to the meeting by Mr Tshabalala

2. Apologies

No apologies were given by any staff member

3. Circular

- Explanatory memorandum regarding the termination of service of employees in terms of 5-17 (3) of the Public Service Act and 5 (14-1) a of the employment of educators act
- On the above circular Mr Tshabalala read out and explained the contents to the staff members. All the educators agreed that they will adhere to the contents of the circular.
- A notice of caution discharge in terms of S14 (1)a of the employment of educators act form was also read out and will explained by Mr Tshabalala
- Both these circulars were issued to the CS and PS staff and signed in the attendance register as acknowledgment of receiving the circular

AOB

- The management plan was given to the educators and all the educators agreed to follow it

- Educators also urged SMT to be punctual in submitting schedules and marks
- Preliminary exams are underway and educators were urged to maintain order in non-writing classes.
- Trip for Sciences and tourism will take place on Tuesday the following week.

4. Closure

Meeting ended at 15h:00

**PONELOPELE Senior SECONDARY
SCHOOL**



MEMORANDUM

TO: All Educators

FROM: Tau A.M

21/10/2013

CC: Leso M.N (principal)

Mukatuni GE

SUBJECT Gr 10 & 11 Exam Paper 3

CONTENT Please be informed that Grade 10 & 11 will be writing HL Paper 3 tomorrow. Arrangements have to be made to ensure the smooth running of these.

In the light of these.. the SAT resolved that all grade 10 learners will write from the school hall (details will follow in the closing brief today).

Please note that grade 10 learners will be moving to the school hall before after school for Paper 3 Exam preparation

Thank you

TAU A.M.

DEPUTY PRINCIPAL

Communications at Ivory Park Senior Secondary School

IVORY PARK SECONDARY SCHOOL



15260 Riverside Street Ext. 13, **IVORY PARK**
MIDRAND, 1685
P.O. BOX 1775, HALFWAY HOUSE, 1685

Enquiries: Mamosebo R.E.(Mrs.)
Phone: (011) 261-4358
Fax : (011) 261-0027
ivoryparksec@webmail.co.za



19/06/2014

TERM 2

Dear SGB member

You are cordially invited to SGB meeting scheduled as detailed below:

DATE : 21st JUNE 2014
VENUE : IVORY PARK SEC SCHOOL
TIME : 10 H 00

PROPOSED AGENDA



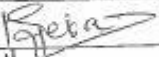


1. Opening and Welcome
2. Roll call and apologies
3. Adoption of agenda
4. Reading of previous minutes.
5. **NEW MATTERS / BOD**
 - 5.1 Audited financial statement for 2013
 - 5.2 Resource allocation 2014/15(Proposed budget 2015).
 - 5.3 Proposed projects
 - 5.4 Fundraising.
 - 5.5 Co-option / Office bearers.
 - 5.6 Matric dance.
 - 5.7 Food handlers / Patrollers
6. AOB
 - 6.1 School bus driver
7. Announcements:
8. Closure

Your attendance will be highly appreciated.

Yours in governance

MR MFEKETHO
(SGB CHAIRPERSON)

Communications at Kaalfontein Senior Secondary School

Kaalfontein Senior Secondary School COMMUNICATION BOOK			
DATE: 15 SEPTEMBER 2014			
TO: SCHOOL MANAGEMENT TEAM MEMBER			
MESSAGE: LET'S HAVE OUR SMT. URGENT			
MEETING: VENUE: PRINCIPAL'S OFFICE			
DATE: 16 SEPTEMBER 2014			
TIME: 12H30			
AGENDA:			
1. REPORTS			
2. PLANNING FOR STAFF-MEETING			
3. HERITAGEDAY / AWARDS CEREMONY / MOTIV FORWARD			
4. WAY - FORWARD			
5. CLOSING			
SIGNATURE: 		DESIGNATION: PRINCIPAL	
READ AND SIGN			
1. 	14. _____	27. _____	40. _____
2. Silaluke P.	15. _____	28. _____	41. _____
3. 	16. _____	29. _____	42. _____
4. 	17. _____	30. _____	43. _____
5. Ramaga	18. _____	31. _____	44. _____
6. Mamp	19. _____	32. _____	45. _____
7. Mchick	20. _____	33. _____	46. _____
8. Mosab	21. _____	34. _____	47. _____
9. Nebkham	22. _____	35. _____	48. _____
10. 	23. _____	36. _____	49. _____
11. _____	24. _____	37. _____	50. _____
12. _____	25. _____	38. _____	51. _____
13. _____	26. _____	39. _____	52. _____

APPENDIX B

QUESTIONNAIRE

(a) Name of your senior secondary school (Tick one answer.)

1. Eqinisweni Senior Secondary School	
2. Ivory Park Senior Secondary School	
3. Maphutha Senior Secondary School	
4. Kaalfontein Senior Secondary School	
5. Poneelopele Senior Secondary School	
6. Umqhele Senior Secondary School	
7. Tsosoloso ya Afrika Senior Secondary School	
8. Tswelopele Senior Secondary School	

(b) Do you agree to participate in the research study? (Tick one answer.)

Yes	
No	
I don't know	

(c) How long have you been serving as a school language policy member? (Tick one answer.)

Less than five years	
Between five and ten years	
Between ten and fifteen years	
More than twenty years	

(d) What is your home language? (Tick one answer.)

Xitsonga		Afrikaans	
Sepedi		isiNdebele	
iSizulu		Setwana	
Tshivenda		isiXhosa	
English		siSwati	
Sesotho		Sign language	

(e) Do you know that your school language policy needs to be signed by school principal and SGB chairperson?

I know	
I do not know	

(f) Which language do you use for communication? (Tick the correct answer.)

All 11 official languages	
English only	
All home languages	
Two languages	
Three languages	
Four languages	
Five languages	
I do not know	

(g) When did you review your language policy? (Tick the correct option.)

Once a year	
Every second year	
After three years	
I do not know	

(h) Which factors influence the formulation of school language policy? (Tick the correct answer.)

Political	
Economic	
Socio-cultural	
Technological	
Legal	
All of the above	
I do not know	

(i) Was your school language policy signed at school level? (Tick the answer.)

I know	
I do not know	

(j) Do you have language resources in your school? (Tick the answer.)

Available	
Not available	
I do not know	

(k) Do you know the steps of school language policy formulation from SASA? (Tick the answer.)

I know	
I do not know	

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APPENDIX C: GAUTENG DEPARTMENT OF EDUCATION APPROVAL LETTER

APPENDIX C: GAUTENG DEPARTMENT OF EDUCATION APPROVAL LETTER



GAUTENG PROVINCE
Department of Education
REPUBLIC OF SOUTH AFRICA

8/4/17/2

GDE RESEARCH APPROVAL LETTER

Date:	16 October 2017
Validity of Research Approval:	06 February 2018 – 28 September 2018 2017/296
Name of Researcher:	Bilankulu K.G
Address of Researcher:	P.O Box 1900
	Edenvale
	Ekurhuleni, 1610
Telephone Number:	082 222 0345 082 709 7897
Email address:	blank@vodamail.co.za
Research Topic:	Xitsonga and school language policy formulation and implementation: The case of Senior Secondary Schools at Ivory Park Informal Settlement
Number and type of schools:	Eight Secondary Schools
District/HO	Johannesburg East

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school's and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

Handwritten signature 16/10/2017

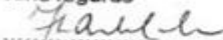
Making education a societal priority

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards



Ms Faith Tshabalala
CES: Education Research and Knowledge Management

DATE: 16/10/2017

Making education a societal priority

2

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0486

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za